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INGLISE KEELE GRAMMATIKA

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Õpik on kirjutatud inglise ja eesti keele kõrvutava analüüsi põhjal, kusjuures silmas on peetud eestlaste tüüpilisi raskusi inglise keele grammatilise struktuuri omandamisel. Igale käsitletud teemale järgnevad harjutused, millest osa on varustatud võtmega.

Õpik on enneköike ette nähtud inglise keelt üldainena õppivaile üliõpilastele, kuid seda saavad kasutada ka aspirandid, keeltekursuslased ja kõik huvilised, kes soovivad oma keeleoskust süvendada.

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EESSÕNA

Autorid pidasid käesolevat õpikut kirjutades enneköike silmas Eesti kõrgkoolide nende statsionaarsete ja mittestatsionaarsete üliõpilaste vajadusi, kes õpivad inglise keelt üldainena, kuid seda saavad kasutada ka inglise keelt teise võõrkeelena õppivad üliõpilased, samuti aspirandid ning keeltekursuslased. Õpik sobib ka inglise keelt iseseisvalt õppijatele. Tema kasutamine eeldab vaid inglise keele grammatika tundmist üldhariduskooli programmi piirides. Edaspidi on õppijail selliste eelteadmiste hankimiseks võimalik tutvuda käesoleva õpiku autorite raamatuga «Inglise keele grammatika keskkoolile».

Käesoleva õpiku eesmärgiks on anda süsteemne ülevaade kaasaegse inglise keele grammatilisest struktuurist, lähtudes praktilise keelekasutuse seisukohast.

Õpik on kirjutatud inglise ja eesti keele kõrvutava analüüsi põhjal, kusjuures silmas on peetud eestlaste tüüpilisi raskusi inglise keele grammatilise struktuuri omandamisel. Koostamisel on lähtutud fraasiteooria põhimõtetest. Igale käsitletud teemale järgnevad harjutused, millest osa on varustatud võtmega. Näitelausete leksika on valitud nii, et see ei tekitaks lisaraskust grammatika omandamisel. Enamik näitelauseist on tõlgitud eesti keelde, et kasutaja saaks võrrelda inglise ja eesti keele lausete strukturaalseid erinevusi.

Kuna grammatika õppimine ei ole eesmärk omaette, vaid vahend keele teadlikuks omandamiseks, jääb raamatu kasutajate otsustada, milliseid teemasid ja millises järjekorras nad sooviksid käsitleda, lähtudes õpitavast erialast, keeleõppimise eesmärgist, konkreetsest vajadusest jms. Siiski oleks soovitav esmajärjekorras tutvuda teemaga «Sissejuhatus lauseehitusse».

H. Liiv on kirjutanud kõik verbiga seotud peatükid koos vastavate harjutuste ja võtmega, samuti määrsõna käsitluse ning lisad.

A. Pikver on kirjutanud sissejuhatuse lauseehitusse, ülevaate nimisõnast, artiklist, omadussõnast, asesõnast, arvsõnast ja eessõnast ning fraaside ja lausete ühendamist käsitlevad peatükid koos harjutuste ja võtmega.

Autorid on tänulikud EPA keelekateedri dotsendile E. Saule ja TÜ inglise filoloogia kateedri dotsendile K. Vogelbergile, kes lugesid käsikirja ning andsid kasulikke näpunäiteid selle parandamiseks ja viimistlemiseks.

Autorid

SISSEJUHATUS LAUSEEHITUSSE
INTRODUCTION TO SYNTAX

1. Üldandmeid inglise keele kohta
Some general facts about the English language

Inimesed suhtlevad lausete abil. Igal keelel on oma iseloomulikud põhimõtted ja reeglid, mida selle keele kasutajad peavad lausete moodustamisel arvestama, et ennast kaasvestlejale arusaadavaks teha. Lausete grammatiline vormistamine inglise keeles erineb suurel määral eesti keele omast. Võrrelgem inglise keele grammatilist ehitust eesti keele omaga.

Kõigepealt mõni sõna eesti keelest. Eesti keel on hästiarenenud morfoloogiaga keel. Siin on lause grammatilisel vormistamisel väga oluline osa morfoloogilistel tunnustel ja lõppudel (käände- ja pöördelõpud) ning tüvevaheldustel. Eesti keeles on ka palju tuletusliiteid ja suurem osa sõnu on tihedas omavahelises moodustusseoses. Tänu muutelõppudele ja tuletusliidetele on eesti keeles tavaliselt kerge määrata üksiksõnade liiki (näit.: *kiire* — omadussõna, *kiiresti* — määrsõna, *kiirus* — nimisõna, *kiirustama* — tegusõna). Eesti keel kasutab lausete grammatilisel vormistamisel tunduvalt vähem abisõnu kui inglise keel. Eesti keelele on iseloomulik seegi, et siin on võimalik varieerida lause sõnajärge. Ehkki siin näiteks lause alus tavaliselt eelneb öeldisele, on võimalik teda ka öeldise järele paigutada.

Vaadelgem nüüd eesti keele taustal inglise keelt. Inglise keeles on sõnadel väga vähe vormitunnuseid. Tihti tuletatakse siin sõnu konversiooni teel, s. o. ilma tuletusliiteid kasutamata. Grammatiliste tunnuste ja lõppude arv on inglise keeles väike. Nii näiteks on inglise keele nimisõnal ainult kaks käänet — ilma muutelõputa üldkääne ja omastav kääne. Erinevalt eesti keelest ei muutu inglise omadussõna arvus ega käändes. Vormitunnuste vähesuse tõttu on inglise keeles üksiksõnade grammatilist liiki raske või isegi võimatu määrata, sõna liigiline kuuluvus selgub alles sõna kasutamisel lauses.

Vrd.: The earth is **round** (*omadussõna*).
Maakera on ümmargune.

The earth turns **round** (*eessõna*) the sun.
Maa tiirleb ümber päikese.

In speaking English don't **round** (*tegusõna*) your lips.
Inglise keelt kõneldes ärge ümardage huuli.

The doctor finished his **round** (*nimisõna*) of visits.
Arst lõpetas oma ringkäigu.

Hand **round** (*määrsõna*) the chocolates!
Laske šokolaadikarp ringi käia!

Sõnade vormitunnuste äärmise vähesuse tõttu kasutab inglise keel sõnade fraasideks ja lauseteks ühendamisel põhiliselt kaht grammatilist väljendusvahendit — sõnajärge ja abisõnu. Ingliskeelset lauset iseloomustab kindel lauseliikmete (sõnade) järjestus, siin ei varieeru lause sõnajärg sellisel määral kui see on võimalik eesti keeles. Inglise keele jutustavas lauses eelneb alus üldreeglina öeldisele. Ka teiste lauseliikmete kohad on inglise lauses täpselt fikseeritud ja nende varieerumisvõimalused eesti keelega võrreldes tunduvalt väiksemad.

Vrd.: Yesterday Jack woke at eight.
Eile Jaak ärkas kell kaheksa.
Eile ärkas Jaak kell kaheksa.
Jaak ärkas eile kell kaheksa.

Inglise keeles saame tavaliselt määrata sõna funktsiooni lauses — ja sellest tingitult ka sõna tegeliku tähenduse — üksnes sõnajärjestuse põhjal, eesti keeles määrab selle tavaliselt muutelõpp:

Mary (*alus*) saw Tom (*sihitis*) in the street.
Mari (alus) nägi Toomast (sihitis) tänaval.
Vrd.: Toomast (sihitis) nägi Mari (alus) tänaval.

Inglise keel kasutab palju abisõnu, s. o. sõnu, mis üksikult on väga ebamäärase tähendusega või hoopis ilma tähenduseta. Nii eristab inglise keelt eesti keelest eessõnade e. prepositsioonide rohkus. Eessõnade abil väljendatakse inglise keeles tihti neid suhteid ja funktsioone, mida eesti keeles on võimalik väljendada eri käändevormide abil:

He talked **to** me **about** your proposal.
Ta kõneles mulle sinu ettepanekust.

She has lived **in** London **for** six years.
Ta on Londonis elanud kuus aastat.

Run **into** the house!
Jookse majja!

Maailma keeli liigitatakse nende grammatilise ehituse tüüpiliste tunnuste järgi keeletüüpidesse. Inglise keel erineb eesti keelest juba oma tüübilt: ta on kindla sõnajärjega analüütiline keel (keel, kus sõnadevahelisi suhteid lauses väljendavad peamiselt abisõnad ja sõnade järjekord), eesti keel on aga

vabama sõnajärjega aglutineeriv-flekteeriv (s. o. tuletusliiteid, grammatilisi tunnuseid ja lõppe ning tüvevaheldusi kasutav) keel.

Maailma keeli liigitatakse ka nende suguluse, ühisest algkeelest põlvnemise järgi. Ka genealoogilises klassifikatsioonis jääb inglise keele koht kaugeks eesti keele omast. Eesti keel kuulub teatavasti soome-ugri keelkonna läänemeresoome keelte allrühma, inglise keel aga indo-euroopa keelkonna germaani keelte rühma. Seega on inglise keele lähedaseks sugulaskeeleks näiteks saksa keel, eesti ja inglise keel pole aga sugulaskeeled.

2. Lause struktuur

The structure of the sentence

Alustagem inglise keele grammatika kirjeldamist lühiülevaatega ingliskeelse lihtlause üldistest ülesehitusprintsiipidest. Lisaandmeid siin kasutatud terminite ja mõistete kohta võib leida vastavatest morfoloogiaalastest peatükkidest.

Lause semantiliseks keskmeks on verb või, täpsemalt, verbi pöördeline vorm. Verbi pöördeline vorm e. öeldisverb väljendab tegevust, protsessi või seisundit. Öeldisverbi vormi abil saab inglise keeles näidata tegevuse toimumise aega (olevik, minevik, tulevik) ja kõneleja suhtumist öeldavasse: kas ta peab tegijat võimeliseks tegevust sooritama, kas ta peab tegevust võimalikuks, tõestisündinuks, lubatavaks, ebatõenäoliseks, võimatuks vms.:

They **spent** two months in Africa. (*minevik*)
Nad veetsid kaks kuud Aafrikas.

She **can play** the guitar. (*võimelisus*)
Ta oskab kitarri mängida.

You **may come** in. (*luba*)
Te võite sisse tulla.

Wendy **should be** here soon. (*oletus*)
Wendy peaks kohe tulema.

He **can't be working** at this time. (*ebatõenäolisus*)
Ei või olla, et ta praegu tööd teeb.

Et lause oleks tähenduselt ja grammatiliselt ülesehituselt terviklik, peavad verbi pöördelise vormi juurde kuuluma tema laiendid, mille abil väljendatakse verbiga tähistatud tegevuse osalisi ja seda tegevust iseloomustavaid asjaolusid. Tegevuse osalisi märgivad lause grammatilises struktuuris verbi alus ja sihitis, tegevuse tausta kirjeldavaid asjaolusid — määrused:

Mary Poppins (*alus*) slid (*öeldis*) gracefully (*määrus*) up the banister (*määrus*).
Mary Poppins libises graatsiliselt käsipuud pidi üles.

The children (*alus*) could find (*öeldis*) nothing to say (*sihitis*).
Lapsed ei osanud midagi öelda.

Lause grammatilise ülesehituse seisukohalt on olulisim verbi laiendi see sõna, mis väljendab tegijat või olijat ja mis kannab lause a l u s e nime. Nii inglise kui eesti keeles sõltub öeldisverbi grammatiline vorm alusest — öeldis ühildub alusega isikus (pöördes) ja arvus:

I love music.
Ma armastan muusikat.

He loves poetry.
Ta armastab luulet.

This box is quite heavy.
See kast on üsna raske.

These boxes are terribly heavy.
Need kastid on kohutavalt rasked.

Sealjuures on eesti keeles aluse-öeldise ühildumine morfoloogiliselt täpselt vormistatud muutelõppude abil, inglise keeles kui vähemarenenud morfoloogiaga keeles jääb ühildumine tihti grammatiliselt vormistamata:

I go abroad every year.
Ma käin igal aastal välismaal.

They go abroad every year.
Nad käivad igal aastal välismaal.

She lived in Rome for a long time.
Ta elas pikka aega Roomas.

We lived in Rome for a long time.
Me elasime pikka aega Roomas.

Niisiis, sisuliselt on alus küll verbi laiend, grammatiliselt on aga tegu vastupidise suhtega — ö e l d i s e v o r m s õ l t u b a l u s e s t. Selles osas erineb alus teistest verbi laienditest. Seda erinevust arvestatakse ka lause struktuuri kirjeldamisel, kus lause p e a l i i k m e t e n a vaadeldakse lause alust ja lause öeldist.

Lause grammatiline jaotus aluseks ja öeldiseks vastab üldjoontes ka lauses sisalduva informatsiooni paigutusele. Alusega väljendatu on tavaliselt lause teemaks, tähistades seda, millest lauses edaspidi juttu tuleb. Öeldisega tuuakse lausesse sisse uut informatsiooni lause teema kohta.

Päris tavaline on, et aluseks pole mitte üks sõna, vaid mitu grammatiliselt ja semantiliselt kokkukuuluvat sõna ehk teisisõnu, aluseks on f r a a s:

The strange man was extremely helpful.
Võõras mees oli äärmiselt abivalmis.

John's new umbrella is lost.
Johni uus vihmavari on kadunud.

Ülaltoodud näidetes on aluseks nimisõnafraas, s. o. fraas, mille põhisõnaks on nimisõna.

Inglise nüüdisgrammatikates käsitatakse ka üksiksõnaga väljendatud alust (või mõnda muud lauseliiget) fraasina, kusjuures selline fraas koosneb siis ainult põhisõnast. Võrrelge:

The ***man***	smiled.
The strange ***man***	smiled.
The ***man*** *with a red beard*	smiled.

Lisaks lause pealiikmetele alusele ja öeldisele võivad laseliikmeteks olla ka sihitis(ed) ja määrus(ed).

S i h i t i s on öeldisverbi laiend, mis tähistab seda, kellele või millele on öeldisverbiga väljendatud tegevus või protsess suunatud. Näiteks:

The doctor tested **my eyes.** (sihitis)
Arst kontrollis mu silmi.

Jack loves **horses.** (sihitis)
Jack armastab hobuseid.

I don't know **his address.** (sihitis)
Ma ei tea ta aadressi.

M ä ä r u s on öeldisverbi lained, mis kirjeldab verbiga väljendatud tegevuse või protsessi toimumise olukorda, tausta ja tingimusi:

We haven't seen Alice **for several months.** (määrus)
Me pole näinud Alice'it mitu kuud.

Mrs Jones goes **to church** (määrus) **every Sunday.** (määrus)
Mrs Jones käib kirikus iga pühapäev.

They walked **very quickly.** (määrus)
Nad kõndisid väga kiiresti.

Kokkuvõtlikult võime niisiis öelda, et lause koosneb fraasidest. Fraasid omakorda koosnevad põhisõnast ja temaga tähenduselt ja grammatiliselt tihedalt seotud laiend- ja põhisõnadest (vt. lähemalt p. «Sõnad ja fraasid»).

Fraasid täidavad lauses lauseliikmete funktsioone. Lauseliikmed on a l u s e. subjekt (the subject, lüh. **S**), ö e l d i s e. predikaat (the predicate, lüh. **P**), s i h i t i s e. objekt (the object, lüh. **O**) ja m ä ä r u s e. adverbiaal (the adverbial, lüh. **A**).

Alljärgnevalt mõningaid näiteid lauseliikmete väljendusvõimalustest:

S	P	O	A
Jane	has bought	a new party dress.	
John	jumped		into the water.
The map	was hung		on the wall.
The sun	was shining.		
The new boy	could speak	English	fluently.
Some people	don't eat	meat.	
A friend of mine	called		the other day.
I	have known	him	for years.
She	plays	tennis	really well.
We	left	London	in 1986.
Nobody	answered	my question.	
Everything	fits.		
It	may rain		today.
	Shut	the door!	
	Put	your shoes	on!

Sihitise tüübid inglise keeles on:

a) o t s e s i h i t i s (the direct object; lüh. O_d):

I met **him** in the street.
Ma kohtasin teda tänaval.

b) k a u d s i h i t i s (the indirect object; lüh. O_i):

Give **me** the book.
Anna mulle raamat.

Give the book **to me.**
Anna raamat mulle.

c) e e s s õ n a l i n e s i h i t i s (the prepositional object; lüh. O_p):

I agreed **with them.**
Ma nõustusin nendega.

d) l i i t s i h i t i s (the complex object; lüh. O_c):

I saw **her come.**
Ma nägin, et ta tuli.

I saw **her coming.**
Ma nägin teda tulemas.

Määrused kirjeldavad tegevuse toimumise aega, kohta, viisi, eesmärki, tingimusi jms. Üldiselt asuvad nad lauses sihitise järel. Kui lauses on mitu määrust, siis on nende tavaline järjestus järgmine: v i i s i m ä ä r u s — k o h a m ä ä r u s — a j a m ä ä r u s. Näit.:

S	P	O	A (how?)	A (where?)	A (when?)
You	threw	it	carelessly	into your drawer	after the party

Mõnikord paigutub ajamäärus lause algusesse:

A	S	P	O	A	A
(when?) At two o'clock	we	left	the house	(how?) quietly	(how?) by the back door.
(when?) Last Friday	I	met	them	(how?) unexpectedly	(where?) at a party.

Exercise 1

Point out the predicate verb in the following sentences. Translate into Estonian.

1. I can't speak French. 2. He closed the door. 3. They danced without speaking. 4. I saw Dick and Mary playing tennis. 5. We need more time. 6. I've forgotten your name. 7. The weather is getting better. 8. Dick must be here at eight o'clock. 9. We went by bus. 10. She decided to go. 11. We have been waiting for hours. 12. Somebody had switched off the light. 13. He was asked to come later. 14. Helen didn't recognize me. 15. Robert was fined for speeding. 16. She asked me to help her. 17. I consider him an authority on English literature. 18. She has been practising the same tune on the piano for about an hour.

Exercise 2

Make sentences out of the following strings of words.

1. usually — heavy — the traffic — quite — is
2. with — Helen — to — us — come — wants
3. went — first — to — I — in — England — 1989
4. five — has — his — rooms — home

5. in — Tom — a factory — works
6. bought — she — for — vegetables — dinner
7. Ken — to — every — the mountains — year — goes
8. is — sister — flowers — the garden — in — planting — my
9. in — Mr Kent — has — Australia — a sheep farm
10. in — grow — palm trees — Africa
11. his — Jack — essay — yesterday — finished
12. the bus-stop — she — half — at — for — an hour — waited
13. Estonia — February — quite — is — in — cold
14. a hundred — house — built — ago — this — years — was
15. has — in — friends — lots — Jenny — of — Manchester
16. for — I — London — days — stayed — ten — in
17. year — was — in — on — Paul — Mexico — this — holiday
18. him — Sally — in — phoned — the evening

3. Sõnad ja fraasid
Words and phrases

Laused koosnevad sõnadest. Sõnad on lauses tähenduse põhjal omavahel seotud, nad on koondunud fraasidesse. Fraasid on lause koostisosad, mis funktsioneerivad lauseliikmetena.

Sõnad liigitatakse oluliste ühiste tunnuste järgi sõnaliikidesse. Sõnade liigitamisel lähtutakse tavaliselt süntaktilisest, morfoloogilisest ja tähenduslikust printsiibist. Inglise keeles, kus sõnadel tihti puuduvad vormitunnused, määratakse sõna liigiline kuuluvus peamiselt tema süntaktilise funktsiooni põhjal — selle põhjal, missugune tähendus tal on lauses.

Inglise keeles esinevad põhiliselt samad sõnaliigid (parts of speech), mis eesti keeleski (vt. tabel). Süntaktilise printsiibi järgi jaotatakse sõnad kahte suurde rühma: iseseisvad sõnad ja abisõnad. Täistähenduslikud, iseseisva tähendusega sõnad on nimisõnad, omadussõnad, arvsõnad, asesõnad, tegusõnad ja määrsõnad. Neil sõnadel on lauses iseseisev tähendus ja nad esinevad lauseliikmetena, samuti võivad need sõnad endaga siduda teisi sõnu ja moodustada fraase, olles ise fraasi põhisõnaks. Abisõnad (inglise keeles on neil tähtis osa) on eessõnad, sidesõnad, partiklid ja artiklid. Neil sõnadel puudub lauses iseseisev tähendus ja nad ei saa esineda lauseliikmetena ega olla fraasi põhisõnaks, kuid nad aitavad lauses väljendada neid sõnadevahelisi suhteid, mida eesti keeles väljendatakse käände- ja pöördelõppudega või mõnel muul viisil.

Lisaks täistähenduslikele ja abisõnadele eristatakse inglise keeles veel nn. lause iseseisvaid elemente. Need on sõnad, mis ei ole lausega grammatiliselt seotud, kuna nad pole ei lause- ega

Inglise keele sõnaliigid

	Eestikeelne termin	Ingliskeelne termin	Näiteid
täistähenduslikud sõnad (notional words)	1. nimisõna	noun	apple, music, love, London
	2. omadussõna	adjective	fine, interesting, golden
	3. arvsõna	numeral	two, twenty, twentieth
	4. asesõna	pronoun	I, my, who, this, all
	5. tegusõna	verb	to be, to love, to succeed
	6. määrsõna	adverb	now, often, yesterday, badly
abisõnad (structural words)	7. eessõna	preposition	on, in, at, before, instead of
	8. sidesõna	conjunction	and, or, as if, because
	9. partikkel	particle	even, too, also, not
	10. artikkel	article	a/an, the
lause iseseisvad elemendid (independent elements of the sentence)	11. hüüdsõna	interjection	alas, oh, hurrah, well
	12. modaalsõna (suhtlemissõna)	modal word	certainly, possibly, luckily
	13. jaatust ja eitust väljendavad sõnad	words of affirmation and negation	yes, no

fraasiliikmed. Siia kuuluvad hüüdsõnad, modaalsõnad ning jaatust ja eitust väljendavad sõnad.

Fraas (the phrase) koosneb p õ h i s õ n a s t e. fraasi tuumast (the head) ja selle l a i e n d i t e s t (the modifiers). Põhisõnaks on fraasi see sõna, millest semantiliselt ja grammatiliselt sõltuvad ülejäänud sõnad, s. o. laiendid. Põhisõna võib üldreeglina asendada tervet fraasi, ta on fraasi ainuke obligatoorne liige. Oma ehituselt võivad fraasid olla väga keerulised ja mitmetasandilised (fraasid fraaside sees). Laiendid võivad eelneda ja järgneda põhisõnale. Sõnaliikidest saavad fraasi põhisõnaks olla täistähenduslikud sõnad — nimisõnad, omadussõnad, tegusõnad ja määrsõnad. Põhisõna liigi järgi nimetatakse fraase vastavalt nimisõnafraasideks, omadussõnafraasideks, tegusõna- e. verbifraasideks ja määrsõnafraasideks. Asesõnafraase ja arvsõnafraase vaadeldakse tavaliselt nimisõnafraasi alaliikidena.

Alljärgnevalt kirjeldatakse lühidalt inglise keele fraasi tüüpe. Üksikasjalikum fraasitüüpide kirjeldus antakse vastavaid sõnaliike käsitlevates peatükkides.

1. **Nimisõnafraas** (the noun phrase, lüh. NF) on fraas, mille põhisõnaks on nimisõna. Fraasi liikmeteks on peale põhisõna ka NF-i piiritleja ja täiend(id).

Üldreeglina esineb NF-i algul p i i r i t l e j a e. determinant

(the determiner, lüh. Det), milleks tavaliselt on artikkel, asesõna või nimisõna omastavas käändes:

***The* train** is late.
Rong hilineb.

***This* novel** is not very interesting.
See romaan pole eriti huvitav.

***My* new dress** is navy blue.
Mu uus kleit on tumesinine.

***Kate's* friend** helped me.
Kate'i sõber aitas mind.

Olenevalt oma asendist põhisõna suhtes jagunevad täiendid ees- ja järeltäienditeks. Eestäiendiks on inglise keeles omadussõna (fraas) ja kesksõna:

The *lazy* boy slept all day.
Laisk poiss magas terve päeva.

A *very attractive* young lady opened the door.
Väga võluv noor daam avas ukse.

The *setting* sun looked red.
Loojuv päike paistis punasena.

Eestäiendiks võib inglise keeles olla ka üldkäändes nimisõna:

This *family* magazine is quite popular.
See perekonnaajakiri on üsna populaarne.

Järeltäiendid on üldreeglina üsna pikad ja süntaktiliselt keerulised konstruktsioonid. Eesti keeles vastab neile tihti eestäiend:

The girl *standing by the window* is Jane.
Akna juures seisev tüdruk on Jane.

A man *with grey hair and a sunburnt face* entered the room.
Tuppa tuli hallide juuste ja päevitunud näoga mees.

Kõigis toodud näidetes on nimisõnafraasil aluse funktsioon. Lisaks alusele võib NF-il olla ka sihitise, öeldistäite, täiendi ja määruse funktsioon:

Andrew led **an extremely luxurious life** (*sihitis*).
Andrew elas äärmiselt luksuslikku elu.

It was **a curious and delicious feeling** (*öeldistäide*).
See oli imelik ja mõnus tunne.

The bedroom (*täiend*) windows were closed.
Magamistoa aknad olid suletud.

I was in New York **last year** (*määrus*).
Ma käisin New Yorgis möödunud aastal.

Nimisõnafraasi põhisõnaks võivad olla ka nimisõna asendavad sõnad, peamiselt asesõnad ja arvsõnad:

Such is the present state of things.
Selline on asjade praegune seis.

None of us knows him.
Mitte keegi meist ei tunne teda.

Theirs is a large family.
Nende perekond on suur.

Who broke the window?
Kes lõhkus akna?

Three of the girls were absent.
Tüdrukutest kolm puudus.

The first **two** were easy, but the **third** was quite difficult.
Esimesed kaks olid kerged, aga kolmas oli raske.

The **fourth** of August was a hot day.
Neljas august oli kuum päev.

2. Eessõnaline e. prepositsiooniline nimisõnafraas (the prepositional noun phrase, lüh. prepNF) on NF-i eriliik. Eessõnalise NF-i ehitus sarnaneb tavalise NF-i omaga, kuid tema alguses on sissejuhatava elemendina eessõna e. prepositsioon (the preposition). Eessõna ei kuulu NF-i põhisõna laiendite hulka, tema ülesandeks on hoopis antud fraasi sidumine teiste fraasidega, s. t. ülejäänud lausega. Prepositsioonilised NF-id täidavad põhiliselt määruse, nimisõna täiendi ja eessõnalise sihitise ning ka öeldistäite funktsiooni:

The train **to Paris** (*täiend*) was crowded.
Pariisi rong oli rahvast täis.

We'll wait **for you** (*eessõnaline sihitis*) **in the car** (*määrus*).
Me ootame sind autos.

I am **against the plan** (*täide*).
Ma olen selle plaani vastu.

3. Omadussõnafraas (the adjective phrase, lüh. adj. F) on oma ehituselt suhteliselt lihtne. Tihti on ta ühesõnaline.

Her bag was **empty**.
Ta kott oli tühi.

Eeslaiendiks võib omadussõnafraasis olla astendussõna (the intensifier):

It's ***highly* suspicious**.
See on ülimalt kahtlane.

The weather was ***exceedingly*** **hot.**
Ilm oli äärmiselt palav.

I couldn't think of a ***really*** **satisfactory** answer.
Mulle ei tulnud pähe tõeliselt rahuldavat vastust.

Järellaiendiks on sõnad *enough* ja *indeed:*

This just isn't **good *enough!***
See pole piisavalt hea!

He was **very angry *indeed.***
Ta oli tõesti väga vihane.

Omadussõna järellaiendiks võib samuti olla prepositsiooniline NF, kõrvallause ja mittepöördeline verbifraas:

The boy was **proud *of his new bicycle.***
Poiss oli uhke oma uue jalgratta üle.

I am **glad *that you came.***
Mul on hea meel, et sa tulid.

He is **happy *to see her.***
Ta on õnnelik tüdrukut nähes.

Omadussõnafraas funktsioneerib nimisõna täiendina ja öeldistäitena.

4. Verbifraase (the verb phrase; lüh. VF) on **kolme liiki.** P ö ö r d e l i n e v e r b i f r a a s on öeldisverbina lause obligatoorseks liikmeks. Pöördeline verbifraas võib koosneda ühestainsast sõnast, milleks on põhiverb:

John **left.**
John lahkus.

või mitmesõnalisest vormist, kuhu kuuluvad abiverb(id) ja põhiverb:

They **didn't come.**
Nad ei tulnud.

Help **has come.**
Abi on saabunud.

He **may have missed** the train.
Vahest ta jäi rongist maha.

Abiverbid väljendavad selliseid grammatilisi mõisteid nagu isik, arv, aeg, eitus jt. Leksikaalse tähenduse annab pöördelisele verbifraasile põhiverb.

Teine verbifraasi liik on t ä i t e l i n e v e r b i f r a a s. Nimelt omavad mõned verbid väga laia ning ebamäärast tähendust, näiteks: *to be* — olema; *to appear* — näima, paistma; *to become* — saama, muutuma; *to feel* — tundma; *to look* — välja nägema,

paistma; *to seem* — näima, tunduma jmt. Neid verbe täidab konkreetse sisuga täide (the complement) e. öeldistäide. Täitelise verbifraasi moodustab niisiis mainitud verbide pöördeline vorm, millele järgneb täide:

John **is a carpenter.**
John on puusepp.

John **is short and fat.**
John on lühike ja paks.

John **can be a great nuisance.**
John võib olla väga tüütu.

John **is in the pub.**
John on õllebaaris.

John **looks tired.**
John paistab väsinuna.

Täiteks sellises verbifraasis võib olla nimisõnafraas, omadussõnafraas, prepositsiooniline nimisõnafraas, mittepöördeline verbifraas, määrsõnafraas.

Pöördeline ja täiteline verbifraas on lauses alati öeldiseks, kõik ülejäänud fraasiliigid võivad aga mängida lauses mitut erinevat rolli.

Kolmas verbifraasi liik on m i t t e p ö ö r d e l i n e v e r b i f r a a s. See verbifraas erineb kahest eelmisest oma funktsioonilt — nimelt ei saa mittepöördeline verbifraas olla lauses öeldiseks, küll aga võib ta täita aluse, täite, sihitise, määruse ja täiendi rolle. Seega sarnaneb mittepöördeline verbifraas oma funktsioonilt nimisõnafraasile. Vastavalt verbivormile jagunevad mittepöördelised verbifraasid *infinitiivfraasideks, gerundiumfraasideks* ja *kesksõnafraasideks:*

He helped **to push the car** (*infinitiivfraas*).
Ta aitas autot lükata.

There is not a soul **to be seen** (*infinitiivfraas*).
Mitte ainustki hinge pole näha.

Telling lies (*gerundiumfraas*) is bad.
Valetamine on paha.

His favourite pastime is **building sandcastles** (*gerundiumfraas*).
Ta lemmikajaviide on liivalosside ehitamine.

Walking in the park (*kesksõnafraas*), I saw a squirrel.
Pargis jalutades nägin ma oravat.

The people **living in the flat above** (*kesksõnafraas*) sang and danced all night.
Inimesed, kes elavad ülemises korteris, laulsid ja tantsisid terve öö.

5. **Määrsõnafraas** (the adverb phrase, lüh. Adv. F) koosneb, sarnaselt omadussõnafraasile, samuti tihti ainult põhisõnast:

John spoke **resolutely.**
John kõneles resoluutselt.

Jane works **hard.**
Jane teeb palju tööd.

Määrsõna võimalikuks laiendiks on astendussõna, mis ise kuulub samuti määrsõnade alla:

She left the room ***very*** **quickly.**
Ta läks väga kiiresti toast välja.

We found your house ***quite*** **easily.**
Me leidsime su maja üsna kergesti üles.

He is walking ***too*** **fast.**
Ta kõnnib liiga kiiresti.

Määrsõnafraasi põhiliseks funktsiooniks on määruse funktsioon, ka võib ta olla laiendiks omadussõnafraasis, määrsõnafraasis ja prepositsioonilises nimisõnafraasis. Üksikud määrsõnad omavad ka nimisõna täiendi funktsiooni:

There is a mistake in the **above** examples.
Ülaltoodud näidetes on üks viga.

Exercise 3

Point out the phrases which make up the following sentences. Determine their types.

1. I don't remember Nick's telephone number.
2. I have a bad memory for numbers.
3. I'll look up his number in the telephone directory.
4. You dial 999 in a emergency.
5. Emergency calls are free.
6. My sister has been trying to get Peter on the phone for two hours.
7. The number seems to be engaged.
8. Their telephone must be out of order.
9. My father is expecting a trunk call.
10. Trunk calls are much cheaper after 7 o'clock in the evening.

Exercise 4

Point out the phrases which make up the sentences given below. Determine the headwords of the phrases.

1. The new student library opens at ten on Sunday mornings.
2. A lot of people go to the library on Sundays.
3. Students need good dictionaries.

4. I read the book a few weeks ago.
5. I'll bring it back on Thursday.
6. My average reading speed is fifty pages an hour.
7. Her husband is reading a do-it-yourself manual.
8. He wants to learn how to make a corner cupboard out of an old box.
9. Her sister is reading an English detective story.
10. She bought it in a second-hand bookshop.
11. Her English is rather good.
12. She works as a librarian in a big public library.
13. Their little daughter hasn't learnt to read yet.
14. The bookshop at the corner has got all the latest novels by Estonian writers.
15. This novel by I. Murdoch has been on the best-seller list for two months.
16. The book is much spoken about.

4. Lausemallid
Sentence patterns

Nägime, et lause koosseisus võib fraasidel olla neli erinevat süntaktilist funktsiooni. Nendeks on alus e. subjekt (S), öeldisverb e. predikaat (P), sihitis e. objekt (O) ja määrus e. adverbiaal (A). Fraasi tasandil eristame veel nimisõna laiendavat täiendit e. atribuuti (Atr) ja teatud liike öeldisverbide juurde kuuluvat täidet e. komplementi (T). Lauses sisalduvate funktsioonide arv ja nende liigid — seega terve lausemall — sõltub lause tsentrist e. lause tuumast, milleks on pöördeline verbivorm. Inglise keeles võib laiendite vajalikkuse põhjal eristada üldjoontes alljärgnevaid verbiklasse:

I Verbid, mis vajavad täidet (*Lausemall A*)
II Verbid, mis ei vaja täidet
1) Sihitud e. intransitiivsed verbid, s. o. verbid, mis ei vaja sihitist (*Lausemall B*)
2) Sihilised e. transitiivsed verbid, s. o. verbid, mis vajavad sihitist:
a) ainult otsesihitisega kasutatavad verbid (*Lausemall C*)
b) otse- ja kaudsihitisega kasutatavad verbid (*Lausemall D*)
c) otsesihitise ja eessõnalise sihitisega kasutatavad verbid (*Lausemall E*)
3) Verbid, mida kasutatakse eessõnalise sihitisega (*Lausemall F*)
4) Verbid, mida kasutatakse liitsihitisega (*Lausemall G*).

Iga liiki määrused kirjeldavad tegevuse tausta, tema toimumise aega, kohta, viisi ja tingimusi. Nende kasutamine on üldiselt

tunduvalt vabam kui sihitise ja täite kasutamine, s. t. nad on lauses fakultatiivsed komponendid. Mõned verbid nõuavad siiski enda järel mõnda kindlat liiki määrust (näit.: *to put something somewhere* — midagi kuhugi panema; *to go somewhere* — kuhugi minema).

Ülaltoodud verbiklassid annavad meile eri lausemallid. Järgnevalt kirjeldataksegi inglise keelele tüüpilisi lausemalle. Loetletud on neist vaid kõige üldisemad ja olulisemad. Detailne lausemallide nimestik sisaldaks üle 50 lausemalli. Selliseid täpseid lausemallide kirjeldusi võib leida suurematest inglise keele sõnastikest (näit. Oxford Advanced Learner's Dictionary of English, Longman Dictionary of Contemporary English jmt.).

Lausemallid on niisiis jutustava lihtlause struktuurimudelid. Nad näitavad, millised lauseliikmed peavad liituma lause tuumale, s. o. öeldisverbile, et saaksime grammatiliselt õige ja arusaadava ingliskeelse lause. Lisaks sellistele kohustuslikele e. obligatoorsetele lausekomponentidele on näidatud ka mõningaid fakultatiivseid liikmeid.

Lausemall A: **S P T** — **Jane is a student**
Jane on üliõpilane

Täidet vajavatest verbidest (mida mõnikord ka sideverbideks nimetatakse) on kõige sagedasema kasutusega verb *to be* — olema. Tal on ka kõige mitmekesisem valik täitefraase: nimisõnafraas, omadussõnafraas, prepositsiooniline nimisõnafraas, mittepöördeline verbifraas, määrsõnafraas:

Alus	Öeldisverb	Täide
This	is	a pen.
His sister	is	a schoolgirl.
It	was	quite dark.
His hair	is	grey.
The telegram	is	for you.
The car	was	out of order.
Her aim	was	to help you.
Seeing	is	believing.
The children	are	out.
The book	is	here.

Täidet vajavad ka verbid *to become, to get* (saama, muutuma), *to grow* (muutuma), *to look* (paistma), *to remain, to turn, to go, to come, to fall* jmt. Nende täiteks on põhiliselt omadussõnafraas või (mõnel juhul) kesksõnafraas. Verbide *to seem, to appear* ja *to prove* järel võib täiteks olla nii infinitiivfraas verbiga *to be* (*She seemed to be angry* — Ta paistis olevat vihane) kui ka lihtsalt nimisõna- või omadussõnafraas (*She seemed angry* — Ta paistis vihasena). Verbid *to smell, to taste, to feel* võivad olla nii transitiivsed verbid, mis vajavad otsesihitist (*I tasted the*

cake — Ma maitsesin kooki) kui ka täidet vajavad verbid (*The cake tasted delightful* — Kook maitses hästi).

Kohustuslikud lauseliikmed			Fakultatiivsed liikmed
Alus	**Öeldisverb**	**Täide**	**Määrus(ed)**
She	looks	very beautiful	in her new dress.
Sam	grew	suspicious.	
Father	got	angry	when he saw us.
He	is growing	old.	
Peggy	seemed	surprised	when she heard the news.
She	remained	silent.	
The leaves	are turning	yellow	everywhere already.
His jokes	are becoming	boring.	
The jumper	felt	soft.	

Omadussõnalisele täitele võib järgneda ka eessõnaline sihitis:

Father got angry **at the boys.**
Isa sai poiste peale pahaseks.

Lausemall B: **S P** — **Jane smiled**
Jane naeratas

Sihitud verbid esinevad lauses kas ainult koos alusega või ka fakultatiivsete määrustega. Sellised verbid on näiteks *to live, to die, to stand, to walk, to sleep, to dream, to eat, to breathe, to work* jpt. Paljusid neist võib kasutada ka sihiliste verbidena (vrd.: *They ate in a restaurant* — Nad sõid ühes restoranis; *He is eating his dinner now* — Ta sööb praegu lõunasööki).

Kohustuslikud lauseliikmed		Fakultatiivsed lauseliikmed
Alus	**Öeldisverb**	**Määrus(ed)**
John	sneezed.	
The child	laughed	merrily.
The moon	rose.	
The sun	is shining	brightly in the sky.
He	arrived	by taxi.
The boy	was breathing	heavily.
Who	cares?	
Little Jack Horner	sat	in the corner.
The plane	landed	at Tartu.
I	worked	hard all day.

Lausemall C: **S P O_d** — **Jane studies English**
Jane õpib inglise keelt

Sihilised verbid on *to have, to enjoy, to catch, to like, to love, to hit, to kiss, to find, to pull, to see* jpt.

Kohustuslikud lauseliikmed			Fakultatiivsed lauseliikmed
Alus	**Öeldisverb**	**Otsesihitis**	**Määrus(ed)**
Someone	has taken	my hat.	
Mary	had	a little lamb.	
The woman	opened	the door	at once.
We	prefer	to wait.	
Our garden	needs	watering.	
You	can't get	this book	anywhere.
John	loves	Mary	very much indeed.

Lausemall D: **S P O_i O_d** — **Jane told us the truth**
Jane rääkis meile tõtt

S P O_d to/for O_i — **Jane told the news to Jack**
Jane rääkis uudist Jackile

Kahe eri liiki sihitisega — kaud- ja otsesihitisega — kasutatakse verbe *to give, to tell, to buy, to sell, to send, to make, to pay, to lend, to hand, to owe* jmt.

Kohustuslikud lauseliikmed				Fakultatiivsed lauseliikmed
Alus	**Öeldis**	**Kaudsihitis**	**Otsesihitis**	**Määrus**
He	gave	her	some chocolates.	
The boy	sent	me	a bunch of flowers	every week.
She	read	the children	a story.	
Tom	showed	me	the book he had bought.	
Mother	bought	Kate	a new blouse	at the department store.
	Bring	me	my tie	at once!
She	sold	him	the book	at a rather high price.

Esimeses lausemallis on kaudsihitis üldreeglina lühike, väljendatud ühe sõnaga. Pikema kaudsihitisfraasi korral tuleb kasutada muudetud sõnajärjega lausemalli, kus otsesihis eelneb prepositsiooniga *to* või *for* algavale kaudsihitisele.

Alus	Öeldis	Otsesihitis	Kaudsihitis
Mother	bought	these dresses	for Kate and Allie.
The boy	told	all his secrets	to his friend.
He	sent	some flowers	to his aunt.
The university	awarded	a scholarship	to Fred Jones.
He	sold	his old car	to his neighbour.
John	reads	his poems	to anyone who'll listen.
She	made	coffee	for all of us.

Lausemall E: **S P O_d O_p** — **Jane accused him of lying**
Jane süüdistas teda valetamises

Otsesihitise ja eessõnalise sihitisega tarvitatakse verbe *to explain, to compare, to tell, to remind, to prevent, to spend, to accuse, to add, to waste, to present* jt.

Alus	Öeldisverb	Otsesihitis	Eessõnaline sihitis
I	will explain	my difficulty	to him.
We	compared	the copy	with the original.
He	reminds	me	of his brother.
They	congratulated	me	on my birthday.
I	spend	a lot of money	on books.
He	told	us	about the fire.
	Thank	you	for your kindness.
The king	presented	the soldier	with a medal.

Märkus. Erinevalt lausemallist D on lausemallis E prepositsioon olemas ka muudetud sõnajärje korral (näit. He explained **to** us the rules of the game. — **Ta selgitas** meile mängureegleid.)

Lausemall F: **S P O_p** — **Jane insisted on it**
Jane nõudis seda

Eessõnalise sihitisega kasutatakse verbe *to depend, to rely, to succeed, to wait, to insist, to agree, to listen, to look* jt.

Alus	Öeldisverb	Eessõnaline sihitis
You	may rely	on us.
They	sent	for a doctor.
I	cannot agree	with your decision.
He	was afraid	of dogs.
It	doesn't depend	on me.
We	are waiting	for Frank.
John	is interested	in mathematics.
I	succeeded	in solving the problem.
Mother	is looking	for her hat.
The children	looked	at the teacher.
	Listen	to her!

Lausemall G: **S P O_c** — **Jane wanted us to stay**
Jane tahtis, et me jääksime

Liitsihitisega saab kasutada verbe *to see, to hear, to feel, to find, to expect, to want, to make* (sundima), *to watch* jt.

Alus	Öeldisverb	Liitsihitis
I	saw	the man cross the road.
I	didn't hear	Fred leave the house.
The teacher	made	me repeat my words.
He	wanted	them to believe it.
He	saw	me walking across the field.
I	heard	voices calling for help.
Mary	could feel	her heart beating.
I	found	him dozing at his desk.

Exercise 5

Discuss the verb patterns used in the following sentences.

1. I have caught a bad cold. 2. The weather has been fine all day long. 3. New Year Day was a Sunday this year. 4. Someone must look after the baby. 5. Dick watched TV yesterday evening. 6. Britain has had decimal currency since 1971. 7. His father was born in 1944. 8. They called me a taxi. 9. My husband has found us a new flat. 10. You can rely on me. 11. Those shoes were not your size. 12. Wendy is charming. 13. Betty has cut her finger. 14. The children seem asleep. 15. He lent some money to his friend. 16. Dick walked up and down the room.

Exercise 6

Translate using the correct verb patterns.

1. Ta vend on kooliõpilane. 2. Ta juuksed on täiesti mustad. 3. See kiri on sinule. 4. Su ema paistab väga noor selles kleidis. 5. Dick töötas hoolega terve päeva. 6. Lapsed naersid. 7. Me jalutasime pargis. 8. Ma tegin ukse lahti ja nägin teda. 9. Sa ei saa seda raamatut mitte kuskilt. 10. Ta andis mulle kena lillekimbu. 11. Dick rääkis mulle kõik oma saladused ära. 12. Aitäh, et tulite. 13. Sa võid minu peale loota. 14. See ei sõltu meist.

5. Aluse ja öeldise koht lauses

The place of the subject and the predicate in the sentense

1. Inglise keele lauseehituses on määrav tähtsus lauseliikmete paiknemisel üksteise suhtes. Inglise keele p õ h i s õ n a j ä r g, s. o. aluse, öeldisverbi ja sihitise asend on fikseeritud ja peab väitlauses olema **SPO**. Seega asub alus üldreeglina lause alguses, talle järgnevad öeldisverb ja sihitis. Täide asub väitlauses alati öeldisverbi järel. Sellise kindla sõnajärje muutmine toob inglise keeles alati kaasa kogu lause tähenduse muutumise. Eesti keeles seevastu võivad erineva sõnajärjega laused olla üldjoontes tähenduselt sarnased.

Vrd.: The hunter (S) killed (P) the bear (O).

Jahimees tappis karu.
Karu tappis jahimees.

The bear (S) killed (P) the hunter (O).

Karu tappis jahimehe.
Jahimehe tappis karu.

Mis puutub igat liiki määruste asendisse lauses, siis võib see nii inglise kui eesti keeles teatud määral varieeruda: määrused (olenevalt oma liigist) võivad paikneda nii lause alguses ja lõpus kui ka lause sees. Inglise keeles jääb määrusega algavates lausetes põhisõnajärg alati muutumatuks, olles ikka SPO, eesti keeles võib aga alus asuda sellistes lausetes ka öeldise järel.

Vrd.: On Monday Jack and his wife went to Chicago.
Esmaspäeval läks Jack naisega Chicagosse.

At the corner she turned to the right.
Nurgal pöördus ta paremale.

Then Barbara had her share.
Seejärel sai ka Barbara oma osa.

Suddenly Winnie-the-Pooh stopped.
Äkki tegi Winnie Puhh peatuse.

Eesti keeles kui vabama sõnajärjega keeles on põhisõnajärjes teisigi varieerimisvõimalusi, mis on välistatud inglise keeles. Näiteks võib sihitis eesti keeles paikneda liitvormilise öeldise sees, inglise keeles pole selline paigutus võimalik:

I haven't read this book.
Ma pole seda raamatut lugenud.
Ma pole lugenud seda raamatut.

I had to get up at 6 o'clock.
Ma pidin tõusma kell 6.
Ma pidin kell 6 tõusma.

Väitlauses on niisiis alus ja öeldis alati olemas ja nende koht lauses fikseeritud — alus paikneb lause alguses ja öeldis järgneb talle. Ka küsilausetes on alus ja öeldis kohustuslikud, kuid nende järjestus on tihti muutunud. Käsklaused on sageli ilma aluseta, hüüdlausetes võib verb ka puududa (vt. tabel lk. 26).

Lausete liigid tähenduse järgi

Väitlaused (Declarative sentences)	Fashions appear and disappear rather quickly. It's a matter of common knowledge. I haven't seen Kate since Monday. There were three men in the car, to say nothing of the driver. I don't think you've met my wife.
Küsilaused (Interrogative sentences)	Do you know my elder brother Peter? Have you finished? Why are you wearing my raincoat? Which is easier: mathematics or housekeeping? It is a nice day, isn't it?
Käsklaused (Imperative sentences)	Sleep well. Do sit down. Don't worry. Let's go home. Let's not get angry. Somebody answer the phone. You take your hands off me.
Hüüdlaused (Exclamatory sentences)	How she's grown! How well she plays! How cold it is! What a face he made when he tasted the cake! What a pity you won't be back before I leave! What nasty weather! What a fine day (it is)!

2. Inglise keele küsilauseid (vt. tabel lk. 27) iseloomustab samuti lauseliikmete kindel paiknemine. Aluse kohta esitatavates küsimustes on sõnajärg identne väitlause omaga. Küsisõna on siin ühtlasi lause aluseks:

What happened? — **Who** opened my letter?
Mis juhtus? — Kes avas mu kirja?
Who has broken the vase?
Kes lõhkus vaasi?

Teiste lauseliikmete kohta käivates küsimustes erineb sõnajärg väitlause omast: osa öeldisest (abiverb või sideverb) paigutub nüüd aluse ette, ülejäänud öeldisfraas jääb aga oma tavalisele kohale aluse järel:

Küsisõna ja tema juurde kuuluvad sõnad	Abiverb või sideverb	Alus	Põhiverb või täide	Ülejäänud lauseliikmed
	Are	you	John Smith?	
	Can	I	help	you?
	Did	you	mew	like a cat?
What	will	you	be doing	on Sunday?
What	are	we	having	for supper?
To whom	did	he	give	it?
Who	did	he	give	it to?
Which shoes	shall	I	wear,	the white ones or the black ones?
Where	have	you	been	all this time?
Where	is	the nearest taxi stand?		
When	will	you	give up	smoking?
How	is	life	treating	you?
How far	is	it		from Hyde Park Corner?
Why	won't	you	marry	me?
Whose children	are	they?		

3. Inglise keelele on tüüpilised alusega laused. Eesti keeles, kus isikut väljendab ka öeldisverbi pöördelõpp, võib alus sageli lauses puududa, inglise keeles pole see aga võimalik:

I feel I ought to help him.
Tunnen, et peaksin teda aitama.

Küsilausete liigid

Küsimuse liik	Küsilaused	Võimalikud vastused
Üldküsimused (general questions or yes-no questions)	Are your shoes in that box?	Yes, they are.
	Do you like Dickens?	Rather.
	Have you received my letter of May 17th?	Yes, I have.
	Did you enjoy your holiday?	No, I didn't. Not at all.
Eriküsimused (special questions or wh-questions)	Who are you?	I am Peter Brown.
	What was he?	A painter.
	Who broke the vase?	I did.
	Where do you live?	I live at number 3 Lai Street.
	What are you doing?	I'm reading.
	What's the news, George?	No news at all.
	How about going to the circus?	With pleasure.
	How much is this belt?	It is 5 roubles.
	Why did you do it?	I don't know.
Valikküsimused (Alternative questions)	Will the concert be at six or at seven?	At seven.
	Is he married or single?	He's married.
	Shall I do it or will you do it yourself?	I'll do it myself.
	Are you satisfied or not?	I'm quite satisfied.
Liigendatud küsimused (Disjunctive or tag questions)	You have some sheep on your farm, haven't you?	Yes, we have.
	That bald-headed man is your chief, isn't he?	No, he isn't. He's my uncle.
	You won't forget to write to me, will you?	No, I won't. I'll write every other day.
	Tom doesn't know your father, does he?	No, he doesn't.
	You can't speak French, can you?	No, I can't.

Kui eesti keeles on rida umbisikulisi lausemalle, siis inglise keeles vastavad neile üldreeglina ikkagi alusega laused.

Vrd.: **She** is said to be a good doctor.
Räägitakse, et ta on hea arst.

He can be relied upon.
Temale võib lootma jääda.

They were talked about all over the town.
Neist räägiti üle kogu linna.

It seems that I've made a mistake.
Paistab, et olen teinud vea.

Aluse vajalikkus lause alguses on ka peamiseks põhjuseks, miks inglise keelele on omased konstruktsioonid nn. sissejuhatava e. eelalusega. Eelaluseks on grammatiline sõna (*there, it*) mis asub lause algul tavalise aluse kohal; tõeline, tähendustkandev alus aga järgneb öeldisele. Sellistes lausetes erineb uue ja vana info jaotus alus- ja öeldisfraasi vahel tavapärasest. Alus sisaldab neis lausetes uut infot ning selleks, et talle vajalikku rõhku ja kaalu anda, paigutatakse ta lauses tahapoole. Eelaluse funktsiooniks on lihtsalt aluse tavapärase koha fikseerimine.

Eelalusega *there* algavad nn. eksistentsiaal- e. olemasolulaused, mis annavad teada millegi (alusega väljendatu) olemasolust mingis kohas. Sõna *there* on nendes lausetes rõhuta, lauserõhk langeb tõelisele alusele:

S (eelalus)	P	S	A (kohamäärus)
There	are	mice	in the kitchen.
There	is	a hole	in your tights.
There	's	ice	on the lake.
There	's	nobody	at home.

Eesti keele olemasolulausetes erineb sõnajärg tihti inglise keele omast, sest siin on määrus lause algul.

Köögis on hiired.
Su sukkpükstes on auk.
Järvel on jää.
Kedagi pole kodus.

Inglise keeles saab olemasolu tavalise sõnajärjega lauses väljendada ka verbi *to have* abil; eesti keeles on alus siingi lause lõpus:

Our library (alus) **has** a great number of English books.
Meie raamatukogus on palju ingliskeelseid raamatuid (*alus*).

Eelalust *it* kasutatakse lausetes, kus on vaja lause lõppu paigutada lauserõhku kandev pikem alus, mis on väljendatud kas mittepöördelise verbifraasi või kõrvallause abil:

It (*eelalus*) is difficult **to understand them.** (*alus*)
Neist on raske aru saada.

It is probable **that they'll be a little late.**
Tõenäoline, et nad veidi hiljaks jäävad.

It's no use **worrying.**
Pole mõtet muretseda.

Nagu näeme, erineb eestikeelne tõlkelause oma struktuurilt oluliselt ingliskeelsest lausest.

Formaalse (s. o. ilma iseseisva tähenduseta) alusega *it* algavad inglise keeles ka laused, milles räägitakse ilmast, vahemaast jms. Eesti keeles võib sellisel juhul alus jällegi puududa:

Vrd.: **It** has been raining since morning.
Hommikust saadik sajab.

It is cold today.
Täna on külm.

It's two kilometres to the nearest shop.
Lähima poeni on kaks kilomeetrit.

Exercise 7

Translate into English. Pay attention to the right order of the subject and the predicate. Use the introductory subject if necessary.

1. Meie korteris on kaks tuba ja köök.
2. Peetrile meeldivad hobused.
3. Pärast lõunat läksid lapsed kinno.
4. Mary Poppinsil oli ainult üks paar kingi.
5. Jaama on pikk maa.
6. Mul on palav.
7. Mõttetu on vaielda.
8. On tõsi, et ta on väga töökas.
9. Laual on tassid ja alustassid.
10. Sügiseti sajab tihti.
11. On hilja, lähme koju.
12. Toas oli palju rahvast.
13. Isal on palju tegemist, ära sega teda.
14. Lihtne on vigu teha.
15. Seinal oli 2 pilti, plakat ja maakaart.
16. Eile sadas lund.
17. Paistab, et nad varsti lõpetavad.
18. Oli kena sind jälle näha!

Exercise 8

Insert **it** or **there** with the appropriate form of the verb **to be.** Translate into Estonian.

1. —— raining an hour ago. 2. —— no doubt about it. 3. —— dangerous to play with fire. 4. —— nobody there. 5. —— a good film on at the Cosmos. 6. —— no roses without thorns. 7. —— cold today. 8. —— time to have lunch. 9. —— not likely that he saw us. 10. —— a pity you won't come with us. 11. —— obvious that he loves her. 12. —— high time to leave. 13. —— strange that nothing has been done yet. 14. —— your duty to take care of the baby. 15. —— getting dark. 16. —— no one waiting. 17. —— some glasses in the cupboard. Would you fetch them? 18. —— difficult to understand why Jennie ever married him.

Exercise 9

Change these statements to questions.

Model: They like tea.
Do they like tea?

1. He is studying Greek.
2. He comes from Brazil.
3. He is American.
4. Tom likes bananas.
5. He always goes to bed early.
6. In the evening he reads newspapers.
7. Mary can type this letter.
8. There is a spoon on the plate.
9. She is washing the dishes.
10. The cat is drinking its milk.
11. His shirts are white.
12. There is a knife near that tin.
13. They will go home now.
14. He telephoned at nine o'clock.
15. He was absent from school last week.
16. They went to school on foot.

Exercise 10

Add a question-word to the following questions.

1. —— is your name?
2. —— is your telephone number?
3. —— do you live?
4. —— old are you?
5. —— colour is your hair?
6. —— teaches you English?
7. —— do you have your hair cut?
8. —— time is it by your watch?

9. —— is the Mississippi?
10. —— are you looking at?
11. —— is the author of «Pickwick Papers»?
12. —— has taken my dictionary?
13. —— are you doing here?
14. —— don't you drink your coffee?
15. —— is the matter with it?
16. —— did you get married?

Exercise 11

Answer the following questions.

1. What is your nationality?
2. What is your name?
3. When were you born?
4. Where do you live?
5. Where do you study?
6. What do you study?
7. How often do you write letters?
8. What is the weather like today?
9. What will happen if you don't work hard enough?
10. When did you get up yesterday?
11. What newspapers do you read?
12. What will happen if you eat too much?
13. What is the capital of the United States?
14. What will happen if I press this button?

Exercise 12

Put questions to the following sentences.

Model: Mary's friend writes poetry.
Who writes poetry?
What does Mary's friend do?
What does Mary's friend write?
Whose friend writes poetry?

1. Jack wants to become a newspaper reporter.
2. At the week-ends he often goes to his uncle's place in the country.
3. His father likes to go fishing.
4. She likes to sew in her spare time.
5. Peter and Bert collect stamps.
6. Dick Whittington lived on London many years ago.
7. He worked in a rich man's house.
8. He helped the cook in the kitchen.
9. Mary got the letter last Thursday.
10. I bought this newspaper at the station bookstall.
11. That's Mary's hat.
12. They're leaving by the 7.15 train.

VERB
THE VERB

Verbifraasi (VF) põhisõna e. tuum on verb. Verbil on pöördelised ja mittepöördelised vormid, mis lauses moodustavad vastavalt pöördelised ja mittepöördelised verbifraasid. Pöördeline VF võib koosneda ainult ühest sõnast, milleks on põhiverb:

Birds / **fly.**

või mitmesõnalisest rühmast, nagu

The birds / **are flying.** (abiverb + põhiverb)
Birds / **can fly.** (modaalverb + põhiverb)
This bird / **is small.** (põhiverb + täide)

Pöördeline VF täidab lauses öeldise funktsiooni.

Verbi mittepöördelised vormid on infinitiiv, gerundium ja kesksõnad. Erinevalt verbi pöördelistest vormidest ei saa nad olla lause öeldisverbiks (vt. eespool).

VERBIDE LIIGITUS
CLASSIFICATION OF VERBS

Funktsiooni järgi VF-s võib inglise verbe jagada p õ h i v e r b i d e k s, näit. *to read, to write, to study,* mis annavad pVF-le leksikaalse tähenduse, a b i v e r b i d e k s — *to be*, to have*, to do*, shall, will, should, would,* mida kasutatakse aegade moodustamisel, ning m o d a a l v e r b i d e k s — *can, could, may, might, must, shall, should, will, would, to ought to, to need*, to dare*, to be*, to have**, mida kasutatakse koos põhiverbi infinitiiviga ja mis näitavad kõneleja suhtumist infinitiiviga väljendatud tegevusse.

Morfoloogilise struktuuri järgi jagunevad verbid liht-, tuletatud, liit- ja ühendverbideks.

Lihtverbid (simple verbs) koosnevad ainult ühest tüvemorfeemist: ask, come, take.

Tuletatud verbid (derivative verbs) koosnevad tüvemorfeemist ja ühest või enamast tuletusmorfeemist (prefiksid ja sufiksid): mis/understand, dis/appear, critic/ize, simpl/ify, black/en.

* Verbid *to be, to have, to do, to need* ja *to dare* on ka täistähenduslikud verbid; *to be* ja *to have* on ka modaalverbid.

Liitverbid (compound verbs) koosnevad lihtverbist ja mingisse teise sõnaliiki kuuluvast sõnast: under/take, broad/cast, white/wash.

Ühendverbid (phrasal verbs) koosnevad lihtverbist ja adverbiaalsest partiklist või nimisõnast (harvemini adverbist või omadussõnast), mis moodustavad tervikliku mõistelise üksuse: *come in, put on, take place, look forward, make sure.* Suur osa ühendverbidest kuulub fraseologismide hulka.

Verbidel on 4 põhivormi: 1) infinitiiv (V), 2) üldminevik (V_{ed}), 3) mineviku kesksõna e. partitsiip (V_{en}), 4) oleviku kesksõna e. partitsiip (V_{ing}).

1.	infinitiiv	call	speak
2.	üldminevik	called	spoke
3.	mineviku kesksõna	called	spoken
4.	oleviku kesksõna	calling	speaking

Mineviku põhivormide (üldminevik ja mineviku kesksõna) moodustamise viisi järgi jagunevad verbid **reeglipärasteks** (regular) ja **ebareeglipärasteks** (irregular). Enamik inglise verbe on reeglipärased. Nende teine ja kolmas põhivorm moodustatakse sufiksi **-ed** liitmisega verbi tüvele (näit. call- called).

Sufiksit **-ed** hääldatakse kolmel viisil:

1) [id], kui verbi tüvi lõpeb [t] või [d]-ga:
   skate — skated [skeitid]
   end — ended [endid]
2) [d] — vokaalide ja heliliste konsonantide järel, v. a. [d]:
   play — played [pleid]
   travel — travelled [trævld]
3) [t] — helitute konsonantide järel, v. a. [t]:
   talk — talked [tɔ:kt]
   pass — passed [pɑ:st]

Sufiksi **-ed** lisamisel tuleb silmas pidada järgmisi õigekirjareegleid:

1) kui verbi tüvi lõpeb **e**-ga, lisatakse ainult **-d**:
   shave — shaved
2) tüve üksik lõppkonsonant kahekordistub, kui tema ees seisab üksik vokaal rõhulises silbis:
   stop — stopped
   nod — nodded
   re'fer — referred
3) tüve lõppkonsonant **-l** kahekordistub ka rõhutus silbis (BrE-briti inglise keel):
   'travel — travelled
4) kui tüvi lõpeb konsonant + **y**, muutub **-y -i**-ks:
   carry — carried.

Ebareeglipäraseid verbe on inglise keeles umbes 250. Nende teine ja kolmas põhivorm moodustatakse keeleajalooliselt väljakujunenud mitmesuguste mallide järgi. Sagedamini esinevad ebareeglipärased verbid on toodud õpiku lõpus asuvas tabelis ja need tuleb meelde jätta.

Sufiksi **-ing** lisamisel nii reeglipäraste kui ka ebareeglipäraste verbide tüvele tuleb silmas pidada järgmisi õigekirjareegleid:

1) kui tüve lõpus on tumm **-e**, jäetakse see ära:

   skate — skating
   write — writing

2) tüve lõppkonsonant **-l** kahekordistub, kui talle eelneb üksik vokaal rõhutus silbis (BrE):

   'travel — travelling
   'cancel — cancelling

3) **-ie** lõpuliste verbide puhul muutub **-ie** -y-ks:

   lie — lying
   die — dying

Öeldisverbi suhete järgi teda laiendava sihitisega liigitatakse verbid sihilisteks ja sihituteks.

Sihilised verbid (transitive verbs) väljendavad tegevust, mis on suunatud mingile objektile. Nende järel on lauses kas üks või kaks otsesihitist (direct object), kaudsihitis (indirect object) ja otsesihitis või eessõnaline sihitis (prepositional object):

V_t + direct object

He rang the bell.

V_t + direct object + direct object
(V_t → answer, ask, envy, forgive, strike jt.)

Answer him his question.

V_t + indirect object + direct object

Show me your new hat.

V_t + prepositional object
She is listening to the news.

Sihitud verbid (intransitive verbs) väljendavad tegevust, mis iseloomustab lause alust ega ole suunatud mingile objektile:

V_i → live, sit, stand, come, swim jt.
The child stood quite still.

Funktsiooni järgi lauses võib verbivorme jagada **pöördelisteks** (finite) ja **mittepöördelisteks** (non-finite).

VERBI PÖÖRDELISED VORMID
FINITE FORMS OF THE VERB

Verbi pöördelistel vormidel on isiku, arvu, aja, aspekti, korrelatsiooni, kõneviisi ja tegumoe grammatilised kategooriad.

Pööre e. isik ja arv
Person and number

Pöördelistel verbivormidel on kolm pööret — esimene, teine ja kolmas (the first, the second, the third) ja kaks arvu — ainsus (singular) ja mitmus (plural).

Pöörde ja arvu kategooriad näitavad seoseid lause aluse ja öeldise vahel. Alus ühildub öeldisega pöördes ja arvus. Kõige selgemini avaldub ühildumine verbi *be* puhul:

Person	Singular	Person	Plural
1.	I am (here.)	1.	We are (here.)
2.	You are (here.)	2.	You are (here.)
3.	He/she/it is (here.)	3.	They are (here.)

Põhiverbide puhul märgib ainult üldoleviku ainsuse 3. pöörde lõpp -(e)s aluse ja öeldise ühildumist:

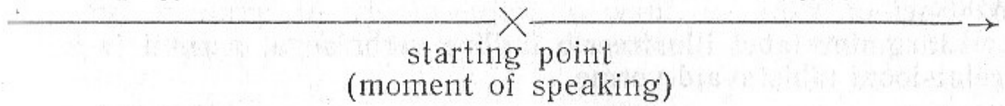
He drink/s tea every morning.
Vrd. They drink ...

Modaalverbide puhul aluse ja öeldise ühildumist ei esine:

I/you/he/we/they **can** speak English well.

Aeg, aspekt ja korrelatsioon
Tense, aspect and correlation

Inglise keeles tuleb vahet teha terminite *time* ja *tense* vahel. Time tähistab universaalset, objektiivset aega (mittelingvistiline mõiste), millel on kolm jaotust: minevik, olevik ja tulevik. Tense e. grammatiline aeg tähistab vastavust verbi pöördelise vormi ja objektiivse aja vahel. **Ajakategooria** väljendab tegevuse aja (time of the action) ja kõneluse aja (moment of speaking) suhet. Kõneluse aeg on olevik (present time), mis on kogu ajamõõtmise skaala lähtepunktiks (starting point). Kõneluse ajale järgneb tulevik (future time) ja eelneb minevik (past time):



Inglise keeles võib eristada kolme grammatilist aega — olevikku, tulevikku ja minevikku, mis viitavad tegevustele olevikus, tulevikus või minevikus.

Peale nende kolme on inglise keeles veel üks grammatiline aeg, kaudne tulevik e. «tulevik minevikus» (future-in-the-past). Selle aja iseärasus on selles, et tulevikku ei vaadelda mitte kõnemomendist, vaid mingist mineviku momendist lähtudes.

Iga aeg on väljendatud nelja verbivormiga, mis hõlmavad ka selliseid kategooriaid nagu aspekt ja korrelatsioon (vt. allpool). Seega on inglise verbil kindla kõneviisi aktiivis kokku 16 vormi.

Oleviku ajavormid Present tenses	**Mineviku ajavormid** Past tenses
Present indefinite Present continuous Present perfect Present perfect continuous	Past indefinite Past continuous Past perfect Past perfect continuous
Tuleviku ajavormid Future tenses	**Kaudse tuleviku ajavormid** Future-in-the-past tenses
Future indefinite Future continuous Future perfect Future perfect continuous	Future-in-the-past indefinite Future-in-the-past continuous Future-in-the-past perfect Future-in-the-past perfect continuous

Aspekti kategooria (category of aspect) näitab tegevuse teostamise viisi. Inglise keeles eristatakse kaht aspekti — üldaspekti (common) ja kestvat (continuous) aspekti. Üldaspekt tähistab tegevust kui niisugust üldiselt, indefiniitselt. Siit tulenevadki verbivormide nimetused: present indefinite, past indefinite, future indefinite. Kestev aspekt kirjeldab tegevust kui konkreetset protsessi mingil momendil või perioodil.

Korrelatsiooni kategooria (category of correlation) tuleneb perfekti- ja mitteperfektivormide vastandamisest. Perfektivormid tähistavad tegevusi, mis eelnevad mingile ajamomendile olevikus, minevikus või tulevikus. Mitteperfektivormid näitavad tegevusi, mis kuuluvad mingisse ajamomenti minevikus, olevikus või tulevikus.

Järgmine tabel illustreerib inglise verbi aega, aspekti ja korrelatsiooni tähistavaid vorme.

Tense	Non-perfect forms		Perfect forms	
	Indefinite	Continuous	Perfect	Perfect continuous
Present	I work	I am working	I have worked	I have been working
Past	I worked	I was working	I had worked	I had been working
Future	I shall work	I shall be working	I shall have worked	I shall have been working
Future-in-the-past	I should work	I should be working	I should have worked	I should have been working

Märkus. Enamik kaasaegseid inglise ja ameerika lingviste on seisukohal, et inglise keeles on ainult 2 aega — olevik ja minevik, väites, et peale *shall/will*-tuleviku on olemas ka teisi tuleviku väljendamise vahendeid (nendest edaspidi).

Exercise 1

a) Add the prefix **un-** to the following verbs:
to do, to tie, to zip, to pack, to wrap.
b) Add the prefix **de-** to the following verbs:
to code, to centralize, to frost
c) Add the prefix **dis-** to the following verbs:
to connect, to infect, to own

Translate the derived verbs into Estonian.

Exercise 2

Form verbs from the following nouns and adjectives with the help of the suffixes **-ify, -ize, -en.**

beauty, diverse, code, ample, simple, electric, identity;
symbol, hospital, popular, modern;
ripe, wide, deaf, sad, quick.

Translate the derived verbs into Estonian.

Exercise 3

Write the principal forms of the following verbs and pronounce them:

a) regular verbs:

to practise, to stop, to pass, to push, to mix, to travel, to carry, to cry, to hurry, to try, to enjoy, to want, to wash, to land, to reply, to stay, to thin, to compel, to prefer, to submit, to refer, to occur.

b) irregular verbs:

to become, to begin, to break, to broadcast, to buy, to catch, to choose, to cost, to deal, to drive, to eat, to fight, to fly, to know, to lay, to lie, to saw, to sow, to strike, to teach, to think, to understand, to wear.

Exercise 4

Use a prepositional phrase with **to** or **for**. Replace the direct object by a personal pronoun (**it** or **them**).

Model: Fred gave Jim a dictionary.
Fred gave **it to Jim.**

1. The playwright read us his new play. 2. I'm going to send my friend a present. 3. Will you sell Alexander your camera? 4. Bill sent her the flowers. 5. The teacher assigned us the task. 6. Charles bought his wife a mink coat. 7. Mother brought the children the toys. 8. Let's give Andrew the stamp collection.

Oleviku ajavormid
Present tenses

Olevikuaegade rühma kuuluvad: 1) üldolevik (the present indefinite), 2) kestev olevik (the present continuous), 3) täisminevik (the present perfect), 4) kestev täisminevik (the present perfect continuous.

ÜLDOLEVIK
THE PRESENT INDEFINITE

Moodustamine
Formation

Üldoleviku j a a t a v v o r m (the affirmative form) langeb kokku põhiverbi infinitiiviga (V), va. ainsuse 3. pööre, kus esineb lõpp **-(e)s**:

N + V

N — nimisõna või asesõna

I work	we work
you work	you work
he/she/it works	they work

Verbidele, mis lõpevad **ss, sh, ch, x** või **o**-ga, lisatakse ainsuse 3. pöördes **-es**:

I kiss	—	he kisses
I rushes	—	he rushes
I catch	—	he catches
I mix	—	he mixes
I do	—	he does

Verbidel, mis lõpevad **y**-ga, mille ees on konsonant, muutub y enne **-es** lisamist **i**-ks:

I carry — he carries
I hurry — he hurries
vrd. aga: I play — he plays

Üldoleviku jaatava vormi ainsuse 3. pöörde lõppu **-(e)s** hääldatakse:

1) [z] vokaalide ja heliliste konsonantide järel:

I see — he sees [si:z]
I read — he reads [ri:dz]

2) [s] helitute konsonantide järel:

I work — he works [wə:ks]
I take — he takes [teiks]

3) [iz] sisihäälikute järel:

I kiss — he kisses [kisiz]
I rush — he rushes [rʌʃiz]
I watch — he watches [wɔtʃiz]
I change — he changes [tʃeindʒiz]
I rise — he rises [raiziz]

E i t a v a v o r m i (the negative form) moodustamiseks lisatakse pärast N-i abiverb **do** (ainsuse 3. pöördes **does**) ning eitus **not**:

N + do/does + not + V

I work → I do not work
He works → he does not work jne.

K ü s i v v o r m (the interrogative form) moodustatakse abiverbi **do/does** N-i ette asetamisega:

do/does + N + V

I work → do I work?
He works → does he work? jne.

E i t a v - k ü s i v a s v o r m i s (the negative-interrogative form) on abiverb **do/does** N-i ees, eitus **not** N-i ja V vahel:

do/does + N + not + V

I work → do I not work?
he works → does he not work? jne.

Eitavates ja eitav-küsivates lausetes kasutatakse kõnekeeles tavaliselt l ü h i v o r m e:

I don't work	don't I work?
he doesn't work	doesn't he work?

Märkus. Verbide *to be*, *to have* ja *to do* üldoleviku vormid on antud raamatu lõpus olevas tabelis.

Tähendus
Meaning

Üldolevik väljendab:

1. **Harjumuspärast, korduvat tegevust või seisundit olevikus.**	I **drink** tea every day. Ma joon teed iga päev. He **smokes.** Ta suitsetab. She **is** funny. Ta on imelik.
2. **Üldtuntud tõdesid.**	A magnet **attracts** iron. Magnet tõmbab rauda külge. Two and two **are** four. Kaks ja kaks on neli.
3. **Lõpetatust** (verbidega, **mis** väljendavad vaimseid tegevusi ja meeletajusid: *think, see, hear, believe, understand, forget, feel* jt.).	I **think** you are right. Ma arvan, et sul on õigus. We **understand** her difficulty. Me mõistame ta raskusi. I **see** (=can see) him coming. Ma näen teda tulemas. I **hear** he has sold his car. Ma kuulsin / olen kuulnud, et ta on auto ära müünud.
4. **Lühiajalisi tegevusi** (spordikommentaarides, märkustes lavastajaile, hüüatustes jt.).	Lepp **passes** the ball to Kask. Lepp söödab palli Kasele. They **shake hands.** Nad tervitavad kättpidi.
5. **Tulevikus toimuvat tegevust:** a) **tingimusmääruslauseis** (algavad sõnadega *if, unless, on condition, in case, provided* jt.), b) **ajamääruslauseis** (algavad sõnadega *when, while, till, after, until, before, as soon as*), c) **mis on ette planeeritud või otsustatud.**	If you **want** me, just call. Kui sa vajad mind, hüüa ainult. I shall speak to him when he **comes.** Ma räägin temaga, kui ta tuleb. Classes **begin** tomorrow. Tunnid algavad homme. I **start** work next week. Ma alustan tööd järgmisel nädalal.

Üldoleviku tähendusi antakse eesti keeles edasi peamiselt oleviku, mõnedel juhtudel ka lihtmineviku või täismineviku **abil** (lõpetatuse väljendamiseks).

KESTEV OLEVIK
THE PRESENT CONTINUOUS

Moodustamine
Formation

Jaatav vorm moodustatakse abiverbi **be** oleviku pööretest ja oleviku kesksõnast (verbi 4. põhivorm, V_{ing}):

N + am/is/are + V_{ing}

I am working
you are working
he is working jne.

Eitava vormi saamiseks asetatakse **not** abiverbi järele:

N + am/is/are + not + V_{ing}

I am working → I am not working
you are working → you are not working
he is working → he is not working jne.

Küsiva vormi moodustamiseks asetatakse abiverb N-i ette:

am/is/are + N + V_{ing}

I am working → am I working?
you are working → are you working?
he is working → is he working? jne.

Eitav-küsiv vorm:

am/is/are + N + not + V_{ing}

Am I not working?
Are you not working?
Is he not working?

Be lühivormid on järgmised:

I'm working	I'm not working	aren't I working?
you're working	you're not/you aren't working	aren't you working?
he's working	he's not/he isn't working	isn't he working?

Tähendus
Meaning

Kestev olevik väljendab:

1. **Kõnemomendil või käesoleval ajaperioodil toimuvat tegevust.**	Look, it's **raining**. Vaata, vihma sajab. Mr White **is writing** a new novel. Mr White kirjutab uut romaani.
2. **Sageli korduvat tegevust** (eriti adverbidega *always, continually*), **mida kõneleja heaks ei kiida.**	She **is** always **laughing**. Ta naerab kogu aeg. He **is** always **grumbling**. Ta muudkui toriseb.
3. **Lähimas tulevikus toimuvat tegevust, mis on isiklikult ette kavatsetud.**	I'm **meeting** Tom tonight. He **is taking** me to the theatre. Ma kohtun täna õhtul Tomiga. Ta viib mu teatrisse.

Kestvat olevikku antakse eesti keeles edasi oleviku abil.

Märkus. Kestvas ajavormis ei kasutata tavaliselt verbe **to see, to notice, to observe, to hear, to feel, to smell, to taste, to know, to understand, to believe, to suppose, to forget, to remember, to love, to like, to hate, to contain, to consist, to belong.**

TÄISMINEVIK
THE PRESENT PERFECT

Moodustamine
Formation

Täismineviku j a a t a v v o r m (the affirmative form) moodustatakse abiverbi **have** üldoleviku (ainsuse 3. pöördes **has**) ja mineviku kesksõna (verbi 3. põhivorm, V_{en}) abil:

N + have/has + V_{en}

I have worked
he has worked jne.

E i t a v v o r m (the negative form) moodustatakse:

N + have/has + not + V_{en}

I have worked → I have not worked
he has worked → he has not worked jne.

K ü s i v v o r m (the interrogative form) moodustatakse:

have/has + N + V_{en}

I have worked → have I worked?
he has worked → has he worked?

E i t a v-k ü s i v v o r m (the negative-interrogative form) moodustatakse:

have/has + N + not + V_{en}

I have worked → have I not worked?
he has worked → has he not worked?

Have l ü h i v o r m i d:

I've worked	I haven't worked/I've not worked	haven't I worked?
he's worked	he hasn't worked/he hasn't worked	hasn't he worked?

Tähendus
Meaning

Täisminevik väljendab:

1. **Tegevust, mis lõppes enne kõnemomenti, kuid mille tagajärg on kõnelejale tähtis.** Tegevuse aeg ei ole tavaliselt märgitud, kuid võivad esineda määrsõnad tähistamaks ajaperioodi, mis ei ole veel lõppenud (*today, this morning, this week* jt.).	My roommate **has arrived**. Minu toakaaslane on saabunud. I've **seen** him this morning. (lausutud samal hommikul) Ma juba nägin teda täna hommikul.
2. **Tegevust, mis algas enne kõnemomenti ja kestab selleni või jätkub ka kõnemomendil.** Tegevuse ajast on märgitud kas a) alguspunkt (sageli *since*) või b) kogu periood (sageli *for*).	**I haven't seen** him since dinner. Ma ei ole teda näinud lõunast saadik. I **have known** her for many years. Tunnen teda (juba) palju aastaid. We **have lived** here for 3 years (We still live here). Oleme elanud/elame siin juba 3 aastat (elame ka praegu). **Märkus.** Kestust väljendavate verbidega nagu *live, work, sleep* jt. kasutatakse tavaliselt kestvat täisminevikku: We have been living . . .
3. **Tegevust, mis lõpeb enne kindlat momenti tulevikus** (ajamääruslausetes, mis algavad sõnadega *when, until, till, before* jt.).	I shall go home when I **have finished** my composition. Ma lähen koju, kui ma lõpetan/olen lõpetanud oma kirjandi.

Täisminevik tõlgitakse eesti keelde oleviku, täismineviku või lihtmineviku abil.

KESTEV TÄISMINEVIK
THE PRESENT PERFECT CONTINUOUS

Moodustamine
Formation

Kestva täismineviku j a a t a v v o r m (the affirmative form) moodustatakse abiverbi **be** täismineviku ja oleviku kesksõna (4. põhivorm, V_{ing}) abil:

N + have/has + been + V_{ing}

I have been working
he has been working jne.

E i t a v v o r m (the negative form):

N + have/has + not + been + V_{ing}

I have been working → I have not been working
he has been working → he has not been working

K ü s i v v o r m (the interrogative form):

have/has + N + been + V_{ing}

you have been working → have you been working?
he has been working → has he been working?

E i t a v - k ü s i v v o r m (the negative-interrogative form):

have/has + N + not + been + V_{ing}

I have worked → have I not been working? / haven't I been working?
he has worked → has he not been working? / hasn't he been working?

Tähendus
Meaning

Kestev täisminevik väljendab:

1. **Tegevust, mis algas enne kõnemomenti ja kestab selleni või jätkub ka kõnemomendil, kusjuures kõneleja tähelepanu keskendub tegevuse kestusele.** Aega tähistavad tavaliselt *since* ja *for* (vrd. ka Täisminevik punkt 2).	I **have been writing** a) since I came home. b) for half an hour. Ma kirjutan/olen kirjutanud a) sestsaadik, kui ma koju tulin. b) juba pool tundi.
2. **Tegevust, mis kestis hiljuti, kuid mille algus ja lõpp ei ole märgitud.**	Your eyes are red. You've **been crying.** Su silmad on punased. Sa oled nutnud/nutsid.

Kestvat täisminevikku tõlgitakse eesti keelde oleviku või täisminevikku, harvemini lihtmineviku abil (tegevuse edasiandmiseks, mis lõppes kõnemomendiks).

Oleviku ajavormide tähenduste kõrvutamine
Some meanings of the present tenses contrasted

Present indefinite	**Present continuous**
I **write** a letter every week. (Harjumuspärane, korduv tegevus.)	I **am writing** a letter. (Kõnemomendil, praegu toimuv tegevus.)
He always **does** his homework. (Regulaarne tegevus, objektiivne hinnang.)	He **is** always **doing** his homework. (Sageli korduv tegevus, emotsionaalne hinnang.)
He **writes** novels. (Harjumuspärane tegevus.)	He **is writing** a new novel. (Käesoleval ajaperioodil toimuv tegevus.)
I **think** you are right. (Lõpetatus.)	Be quiet. I'm **thinking.** (Kestus.)
I **start** work next week. (Etteplaneeritud tegevus.)	I'm **starting** work next week. (Isiklik kavatsus.)
Present perfect	**Present perfect continuous**
We **have lived** here for 3 years. (Tegevus algas enne kõnemomenti, kestab kõnemomendil; märgitakse fakti.)	We **have been living** here for 3 years. (Tegevus algas enne kõnemomenti, kestab kõnemomendil; rõhutatakse kestust.)
I've **written** a letter. (Kõnemomendiks lõpetatud tegevus.)	I've **been writing** a letter. (Tegevus on kestnud mõnda aega, kestab ka kõnemomendil või on selleks ajaks lõppenud.)
Present continuous	**Present perfect continuous**
I'm **writing** a letter. (Kõnemomendil kestev tegevus.)	I've **been writing** a letter. (Tegevus on kestnud mõnda aega, kestab ka kõnemomendil või on selleks ajaks lõppenud.)
Present indefinite	**Present perfect/Present perfect continuous**
I **study** at the University. (Korduv tegevus, fakt.)	I've **studied**/ I've **been studying** at the University since September. (Korduv tegevus teatud perioodil, mis haarab ka kõnemomendi.)

Exercise 1

Transform the following sentences into yes-no-questions.

Model: Jane **is** twenty years old.
Is Jane twenty years old?

She **has** a car.
Does she **have** a car?

1. May has breakfast at 7. 2. She is an industrious girl. 3. These are war films. 4. Professor Smith has a big library. 5. Tom and Jane have a daughter. 6. We have eggs for breakfast. 7. Fred and Peter are still on the committee. 8. You are always careful.

Exercise 2

Transform the sentences of the previous exercise into tag-questions.

Model: You have five rooms in the house.
You have five rooms in the house, **haven't you?**

He's about twenty.
He's about twenty, **isn't he?**

Exercise 3

Form alternative questions from the following sentences.

Model: She studies at Tartu University.
She studies at Leningrad University.
Does she study at Tartu University or at Leningrad University?

1. She is a sweet-faced woman. She is an ugly woman.
2. Classes begin at eight o'clock. Classes begin at 8:15.
3. He likes apples. He likes oranges.
4. You have a slim girl as a roommate. You have a plump girl as a roommate.
5. Your university dates from the 17th century. Your university dates from the 19th century.

Exercise 4

Transform the following sentences into wh-questions using the given question words.

1. He works in a bank. (Where) 2. She always listens carefully. (How). 3. He is a sour-looking man. (What ... like) 4. She is clever. (What sort of girl ...) 5. He is quite well now. (How) 6. She is a student. (What) 7. They like nylon curtains. (What kind of ..., What) 8. I generally get up at 7. (When) 9. They travel to work by bus. (How) 10. She usually keeps the keys in her handbag. (What, Where)

Exercise 5

Write questions you would ask to get the answers given below.
Model: Christopher Green. What's your name?

1. My office is Room 304. 2. My office hours are from two to three daily. 3. I'm twenty. 4. At 53 Anne Street, Apartment 12.

5. No, I'm single. 6. I often go to the theatre. 7. I speak English and a little French. 8. She isn't in class because she's not feeling well. 9. We have at least six classes every day. 10. I'm very fond of grammar. 11. He is interested in history. 12. He doesn't speak politely enough. 13. It costs three roubles.

Exercise 6

Explain the use of tenses and translate the sentences into Estonian.

1. John plays the piano. John is playing the piano. 2. The professor types his own letters. The professor is typing his own letters. 3. Mary always comes late. Mary's always coming late. 4. How do you feel? How are you feeling now? 5. They are washing the dishes now. They are washing the dishes later. 6. The plane takes off at 10:20. The plane is taking off at 10:20. 7. The instructor leaves tonight. The instructor is leaving tonight. 8. I go to work every day. I am going to work. 9. Oil floats on water. The oil is floating on the water. 10. The Volga flows into the Caspian Sea. The Volga is flowing into the Caspian Sea. 11. He goes to work by bus. He is going to work by bus. 12. You are funny. You are being funny.

Exercise 7

There are a number of verbs in English which in their common meaning are very rarely used in the continuous form. Practice saying the sentences below, in which some of these verbs are used, and then make up your own sentences with them.

1. Since we have bought the house, it **belongs** to us now. 2. Molly **sees** us now. She's waving to us. 3. The dog **hears** us coming. He is running to meet us. 4. Ann **seems** unhappy this morning. What do you suppose is the matter? 5. He **knows** all the answers today. 6. She **likes** studying grammar now. 7. We sorted out the old stamps. This box **contains** all we could find. 8. The professor is not praising Andrew. He **wants** him to try harder. 9. Last year he **loved** Mary; this year he **loves** Inga. 10. It is difficult to make peace while two people **hate** each other. 11. Jane is wearing her sister's dress. She **resembles** her, doesn't she?

Exercise 8

Change the infinitives in brackets into the present indefinite or the present continuous and explain why you have chosen one or the other.

1. He usually (to leave) his office at five o'clock, but this week he (to work) later. 2. These two girls already (to speak) three foreign languages. Now they (to learn) a fourth. 3. They tell me that Gerald (to play) the piano very well now. 4. I (to have) my birthday party tomorrow and I (to look forward) to it very much. 5. He (to smoke) a lot these days because he (to study) for his

examinations. He always (to smoke) a lot when he (to study). 6. If she (to drink) even one glass of gin, she (to get) drunk. It (to be) curious because she (not to get) drunk when she (to drink) cognac which (to be) stronger.

Exercise 9

Explain the use of tenses and translate the sentences into Estonian.

1. I'm writing an exercise. I've been writing the exercise for 20 minutes. 2. I'm writing a composition. I've written my composition. 3. He works at the factory. He has worked/has been working at the factory since 1980. 4. I've written a letter. I've been writing a letter. 5. John has lived in London for ten years. John has been living in London for ten years. 6. Her brother has taught English since 1970. Her brother has been teaching English since 1960.

Exercise 10

Explain the use of the present tenses in the following dialogues. Then make up similar dialogues of your own.

I

A: What's David doing at the moment?
B: He's cooking supper.
A: Does he cook supper every evening?
B: Yes, he does.

II

A: How long has Jane lived in Paris?
B: For two years.
A: And what about Tom?
B: He's lived in Paris since 1971.

III

A: What are you doing here?
B: I am waiting for Jack.
A: How long have you been waiting?
B: For half an hour.

IV

A: You look very tired. What have you been doing?
B: I've been studying grammar.
A: Do you get tired quickly?
B: Rather.

V

A: May I go to the cinema?
B: Have you done your homework?
A: No, I haven't.
B: Well, you can't go to the cinema until you've done your homework.

Exercise 11

Change the infinitives in brackets into the present perfect or the present perfect continuous and give reasons for your choice.

1. I (to read) that book several times. 2. We (to study) English for seven years. 3. Mary, who is in the hospital, (to be) there for two weeks. 4. We (to know) each other since our childhood. 5. He (to watch) TV all evening. 6. We (to talk) for ten minutes, but (to decide) nothing. 7. The child (to feel) well since Monday. 8. It (to rain) since morning. 9. She (to sing) in the opera for twenty-five years now. 10. I won't start until you (to fasten) your seat belts. 11. We (not to pay) the gas bill yet. 12. Jerry (to walk) the dog since about five o'clock.

Exercise 12

Translate into English using the present tenses.

1. Me elame ühiselamus. 2. Me oleme elanud seal juba 1. septembrist saadik. 3. Praegu me õpime oleviku aegu. 4. Me oleme neid õppinud juba kaks nädalat. 5. Õhtuti me loeme raamatukogus raamatuid. 6. Praegu me loeme grammatikaharjutust. 7. Me oleme lugenud seda harjutust juba tunni algusest saadik. 8. Praegu on B rühmal tund keeltelaboratooriumis. 9. Nad on teinud hääldamisharjutusi viisteist minutit. 10. Õpetaja parandab meie kirjalikke töid kord nädalas. 11. Millest sa mõtled? 12. Ma arvan, et ta on andekas üliõpilane. 13. Homme me sõidame maale. 14. Delegatsioon saabub täna õhtul lennukiga. 15. Tal on homme ettekanne. 16. Ta on maganud juba üheksa tundi. Ärata ta üles! 17. Palun kiirusta. Kontsert algab täpselt kell seitse.

MINEVIKU AJAVORMID
THE PAST TENSES

Minevikuaegade rühma kuuluvad: 1) üldminevik (the past indefinite), 2) kestev minevik (the past continuous), 3) enneminevik (the past perfect), 4) kestev enneminevik (the past perfect continuous).

ÜLDMINEVIK
THE PAST INDEFINITE

Moodustamine
Formation

Üldmineviku j a a t a v v o r m moodustatakse verbi teisest põhivormist. Kasutame sümbolit V_{ed} nii reeglipäraste kui ka ebareeglipäraste verbide üldmineviku tähistamiseks:

N + V_{ed}

to work — worked (regular verb): I worked
to write — wrote (irregular verb): I wrote

E i t a v v o r m moodustatakse abiverbi **do** üldmineviku **did**, eituse **not** ja infinitiivi (V) abil:

N + did not + V

I worked → I did not work / I didn't work
I wrote → I did not write / I didn't write

K ü s i v v o r m moodustatakse:

did + N + V

I worked → did I work?
I wrote → did I write?

E i t a v-k ü s i v v o r m moodustatakse:

did + N + not + V

I worked → did I not work? / didn't I work?
I wrote → did I not write? / didn't I write?

L ü h i v o r m: did not → didn't

Märkus. Verbide **to be, to have** ja **to do** üldmineviku vormid on antud raamatu lõpus olevas tabelis.

Tähendus
Meaning

Üldminevik väljendab:

1. **Üksiktegevust või üksteisele järgnevaid tegevusi, mis on lõpetatud enne kõnemomenti ja on seotud mingi kindla tegevuse toimumise ajaga minevikus.** Aeg on väljendatud (*yesterday, a week ago* jt.) või selgub kontekstist.	I **saw** you in the library yesterday. Ma nägin sind eile raamatukogus. A boy **came** in and **sat** next to you. Keegi poiss sisenes ja istus sinu kõrvale.
2. **Tegevust, mis toimus teatud ajaperioodil minevikus, kuid on kõnemomendiks lõppenud.**	He **lived** in London for a year (but is not living there now). Ta elas Londonis aasta (kuid praegu ei ela seal).
3. **Harjumuspärast või korduvat tegevust minevikus** (sageli *used to* või *would*; *used to* kasutatakse kõnekeeles, *would* on iseloomulik jutustusele).	She always **carried** an umbrella. Ta käis alati vihmavarjuga. He **used to visit** them. (eitav: He **didn't use to...**; küsiv: **Used** he **to...?/Did** he **use(d) to...?**) He **would visit** them. Ta külastas neid sageli.
4. **Tulevikus toimuvat etteplaneeritud tegevust, mida vaadeldakse mineviku seisukohalt.**	They said they **started** (=**would start**) the next day. Nad ütlesid, et nad asuvad teele järgmisel päeval.

Üldminevik tõlgitakse eesti keelde lihtmineviku, mõnedel juhtudel ka oleviku abil.

KESTEV MINEVIK
THE PAST CONTINUOUS

Moodustamine
Formation

Kestev minevik moodustatakse abiverbi **be** üldmineviku vormidest (**was/were**) ja põhiverbi oleviku kesksõnast (V_{ing}).

J a a t a v v o r m:

N + was/were + V_{ing}

I was working
we were writing

E i t a v v o r m:

N + was/were + not + V_{ing}

I was working → I was not working / I wasn't working
we were writing → we were not writing / we weren't writing

K ü s i v v o r m:

was/were + N + V_{ing}

I was working → was I working?
we were writing → were we writing?

E i t a v-k ü s i v v o r m:

was/were + N + not + V_{ing}

I was working → was I not working? / wasn't I working?
we were writing → were we not writing? / weren't we writing?

Eitavas ja eitav-küsivas vormis kasutatakse tavaliselt

l ü h i v o r m e:

was not → wasn't
were not → weren't

Tähendus
Meaning

Kestev minevik väljendab:

1. **Tegevust, mis kestis teatud momendil või perioodil minevikus.** Tegevuse aeg on antud või selgub kontekstist.	He **was writing** his composition a) at six (yesterday). b) the whole day (yesterday). c) when I arrived. (Eile) ta kirjutas kirjandit a) kell 6. b) kogu päeva. c) kui ma saabusin.
2. **Korduvat tegevust minevikus, mis häiris kõnelejat.**	She **was** always **ringing** me up. Ta helistas mulle kogu aeg.
3. **Tulevikus toimuvat ettekavatsetud tegevust** (isiklik otsustus), **mida vaadeldakse mineviku seisukohalt** (eriti verbidega *go, come, leave, start*).	She was busy packing, for she **was leaving** the next day. Ta pakkis asju, sest ta kavatses ära sõita järgmisel päeval.

Eesti keelde tõlgitakse kestev minevik harilikult lihtminevikuga, harvemini «olema» lihtmineviku + ma-infinitiivi seesütleva käändega. (Vrd.: *She was picking berries.* Ta korjas marju / Ta oli marju korjamas.)

ENNEMINEVIK
THE PAST PERFECT

Moodustamine
Formation

Enneminevik moodustatakse abiverbi **have** üldmineviku **(had)** ja põhiverbi mineviku kesksõna (V_{en}) abil:

Jaatav vorm:

N + had + V_{en}

I had worked / I'd worked
he had worked / he'd worked

Eitav vorm:

N + had + not + V_{en}

I had worked → I had not worked / I hadn't worked / I'd not worked
he had worked → he had not worked / he hadn't worked / he'd not worked

Küsiv vorm:

had + N + V_{en}

I had worked → had I worked?
he had worked → had he worked?

Eitav-küsiv vorm:

had + N + not + V_{en}

I had worked → had I not worked? / hadn't I worked?
he had worked → had he not worked? / hadn't he worked?

Lühivormid:

had → 'd
had not → hadn't

Tähendus
Meaning

Enneminevik väljendab:

1. **Tegevust, mis lõppes enne teatud momenti või teist tegevust minevikus.**	That day I **had finished** my work a) by 2 o'clock. b) before you came. Sel päeval ma olin lõpetanud töö a) kella kaheks. b) enne kui sa tulid.
2. **Tegevust, mis algas enne teatud momenti minevikus, kestis sel momendil veel edasi või lõppes just enne seda.** Kogu tegevuse kestus või selle alguspunkt on antud (*for, since* jt.). Tegevust vaadeldakse kui fakti.	She **had lived** in Tartu a) for 2 years before I met her. b) ever since she was born. Ta oli elanud Tartus a) 2 aastat, enne kui ma teda kohtasin. b) sündimisest saadik.

KESTEV ENNEMINEVIK
THE PAST PERFECT CONTINUOUS

Moodustamine
Formation

Kestev enneminevik moodustatakse abiverbi *be* enneminevikust **(had been)** ja põhiverbi oleviku kesksõnast (V_{ing}):

Jaatav vorm:

N + had + been + V_{ing}

I had been working / I'd been working
he had been working / he'd been working

Eitav vorm:

N + had + not + been + V_{ing}

I had been working → I had not been working / I hadn't been working / I'd not been working
he had been working → he had not been working / he hadn't been working/ he'd not been working

Küsiv vorm:

had + N + been + V_{ing}

I had been working → had I been working?
he had been working → had he been working?

Eitav-küsiv vorm:

had + N + not + been + V_{ing}

I had been working → had I not been working? / hadn't I been working?
he had been working → had he not been working? / hadn't he been working?

Lühivormid:

had → 'd
had not → hadn't

Tähendus
Meaning

Kestev enneminevik väljendab:

Tegevust, mis algas enne teatud momenti minevikus, kestis sel momendil või lõppes just enne seda momenti (vrd. ka Enneminevik, punkt 2). **Rõhutatakse tegevuse jätkuvust.**	It was now one. He was tired because he **had been working** a) since morning. b) for 4 hours. Kell oli nüüd üks. Ta oli väsinud, sest ta oli töötanud a) hommikust saadik. b) 4 tundi.

Kestev enneminevik tõlgitakse eesti keelde enneminevi ku abil.

Mineviku ajavormide tähenduste kõrvutamine
Some meanings of the past tenses contrasted

Past indefinite	Past continuous
I **worked** the whole day yesterday. (Tegevus toimus teatud ajaperioodil, mis nüüd on lõppenud; rõhutatakse fakti.)	I **was working** the whole day yesterday. (Tegevus toimus teatud ajaperioodil, mis nüüd on lõppenud; rõhutatakse kestust.)
She always **laughed.** (Objektiivne suhtumine alust iseloomustavasse tegevusse.)	She **was** always **laughing.** (Subjektiivne suhtumine alust iseloomustavasse tegevusse.)
I **wrote** a letter. (Tegevuse lõpetatus.)	I **was writing** a letter. (Tegevuse kestus.)
When I **saw him,** he **ran** away. (Üksteisele vahetult järgnevad tegevused.)	When I saw **him,** he **was running** away. (Tegevus enne ja pärast teist tegevust minevikus.)
Past perfect	**Past perfect continuous**
I **had written** the letter when he came. (Lõpetatus.)	I **had been writing** the letter for 20 minutes when he came. (Kestus.)
Past indefinite	**Past perfect**
The lesson **began** at 8:15. (Lõpetatud tegevus enne kõnemomenti.)	The lesson **had begun** when he rushed in. (Lõpetatud tegevus enne teist tegevust minevikus.)
Past continuous	**Past perfect continuous**
I **was writing** the letter when he arrived. (Kestus teatud momendil minevikus.)	I **had been writing** the letter for 20 minutes when he arrived. (Kestus teatud minevikumomendini või ka pärast seda.)

Üldmineviku ja täismineviku tähenduste kõrvutamine
The past indefinite and the present perfect contrasted

Past indefinite	Present perfect
Tim **lived** in Tallinn for 5 years. (Lõpetatud tegevus enne kõnemomenti.)	Tim **has lived** in Tallinn for 5 years (and is still living there). (Kestus kõnemomendini, kõnemomendil ja pärast seda.)
I **met** him last month. (Minevikus lõpetatud tegevus.)	I **have met** him (and I know what he is like.) (Minevikus lõpetatud tegevus, mille resultaat on seotud olevikuga.)

Exercise 1

Which sentences express habitual activity and which sentences express temporary activity?

1. John always sings in the shower. John is singing in the shower now. 2. We're eating a lot of fruit these days. We eat a lot of fruit. 3. I went to work by bus. I was going to work by bus in those days. 4. We've been getting up early this week. We always get up early. 5. She's been bathing for twenty minutes. She usually bathes in the evening.

Exercise 2

State in which sentences **this afternoon, today,** etc. indicate a period of time that has come to a close.

1. I saw him this afternoon. 2. I have seen him this afternoon. 3. The teacher told us about it this morning. 4. We have eaten in that restaurant several times this month. 5. He had a very busy day at the office today. 6. He has had a very busy day at the office today. 7. Have you seen our teacher this morning?

Exercise 3

In which sentences the action is «cut off» from the moment of speaking and in which it is connected with the moment of speaking?

1. John lived in London for ten years. John has lived in London for ten years. 2. His brother was an invalid all his life. His brother has been an invalid all his life. 3. Our country has produced the world's greatest soldiers. For generations, Sparta produced Greece's greatest warriors. 4. He wrote a good book last year. He has recently written a good book.

Exercise 4

State in which sentences the connection of the action with certain past circumstances is indicated and in which it is understood from the context.

A: What did you do last Sunday afternoon?
B: I went to a concert.

A: Did you enjoy yourself?
B: Yes, I did.

Exercise 5

Use the past indefinite or the past continuous of the infinitives in brackets.

1. The men (to play) cards round the dining-room table when I entered. The men always (to play) cards after dinner. 2. We (to eat) dinner together every day. We (to eat) dinner when my friend arrived. 3. The weather (to change) overnight. The weather (to change) as I woke up. 4. I (to feel) better and decided to go to work (2). 5. The train just (to arrive). The train (to arrive) at 8:30. 6. The child (to jump) once for joy. The boy (to jump) off the bus when a man caught him. 7. Yesterday we (to listen) to an interesting play on the radio while mother (to cook).

Exercise 6

Rewrite the following sentences using the verb *used to.*

1. I lived in Pärnu at one time. 2. We were accustomed to go to the seaside every day. 3. When I was a boy, it was our habit to play football where those houses now stand. 4. It was their habit to spend their holidays here every year. 5. We were quite accustomed to cooking our own meals.

Exercise 7

Change the infinitives which are in brackets into the past indefinite or the present perfect.

1. When she (to leave) the post-office, her handbag must have opened accidentally, for when she (to turn) the corner, a man (to run) up to her and (to hand) her her wallet. 2. Today we (to be) very busy. We (to clean) the house from top to bottom, and we (to tidy) all the drawers and cupboards. 3. It is said that Mrs Brown (to be) a domineering woman and (to ill-treat) her husband. 4. Our professor (to travel) abroad every summer since he began teaching. 5. I (to see) him only once (2). 6. She (to come) just now (past ind.).

Exercise 8

In each pair of the sentences below, use the past perfect to express the action, event, etc., that happened first. Use the past indefinite for the other action.

1. We (to get) there at eight. They (to get) there an hour earlier. 2. By the time I (to read) his new book, I (to find) out already what a good author he was. 3. Jane (to make) herself a dress, but her mother (to cut) it out for her. 4. The concert (to begin) already when we (to arrive) at the theatre. 5. Before Icarus (to

fall), he (to try) to fly to the sun. 6. Peter (to think) very seriously about his future before he (to become) a student of the Philological Faculty.

Exercise 9

Complete the second sentence with the past perfect of the verb in the first sentence of each pair.

1. Mother bought a dress today. She — already — a coat. 2. I paid for the tickets just now. But Joe — for them already. 3. He worked for three years in Tallinn. Before getting that job, he — in Tartu. 4. My little brother got a bicycle for his tenth birthday. Our big brother — one for his tenth birthday two years ago. 5. The driver received a ticket for a traffic violation. Since he — three tickets before that one, he lost his driving licence.

Exercise 10

Use the past perfect continuous of the main verb in the first sentence to complete the second sentence of each pair.

1. They were swimming. They — all morning. 2. I was studying. I — ever since supper. 3. She was working on her term paper. She — on it all night. 4. The audience was waiting. It — with growing impatience for about twenty minutes. 5. He was earning £ 75 a week at the time. He — that much for about a year. 6. The city was expanding. It — steadily ever since the war.

Exercise 11

Choose the past perfect or the past perfect continuous of the main verb in the first sentence to complete the second sentence of each pair.

1. Stella was singing. She — all morning. 2. The bathtub was overflowing. It — more than once before. 3. Mother was sewing a dress. She — a lot of dresses before. 4. The baby was crying. It — for ten minutes when her mother came in. 5. The sun was shining. It — every day that week. 6. The poet was writing a poem. He — a lot of poetry.

Exercise 12

Change the infinitives that are in brackets into the required past tenses.

1. Yesterday afternoon he (to play) football for an hour and then, after a shower, he (to sleep) for half an hour or so. Then he (to sit) down to his homework. When his mother arrived, he (to work) for about two hours.
2. He (to pass) all his examinations at the end of the last term and thereby (to qualify) for a motor-bike which his father (to promise) to give him if he passed.
3. When the dog (to bite) Aunt Ann, mother (to prepare) dinner and we (to listen) to the radio. Aunt Ann (to have) hysterics.

We (to go) into the kitchen to see if we could do anything, but mother who (to try) to stop Aunt Ann's hysterics, (to say) that we had better leave them alone together. She (to tell) us, however, to telephone for the doctor. Aunt Ann (to scream) all the time until the doctor arrived. He (to examine) her leg on which there (to be) a small scratch which (not to bleed) at all. To make Aunt Ann happy he still (to bandage) it.

TULEVIKU AJAVORMID
THE FUTURE TENSES

Tulevikuaegade rühma kuuluvad: 1) üldtulevik (the future indefinite), 2) kestev tulevik (the future continuous), 3) ennetulevik (the future perfect), 4) kestev ennetulevik (the future perfect continuous).

ÜLDTULEVIK
THE FUTURE INDEFINITE

Moodustamine
Formation

Üldtulevik moodustatakse abiverbide *shall/will* ja põhiverbi infinitiivi (V) abil. Traditsiooniliselt kasutatakse *shall* ainsuse ja mitmuse 1. pöördes, *will* ülejäänud pööretes, kuid kaasaegses inglise keeles (eriti kõnekeeles) on tendents kasutada *will* kõigis pööretes. Üldtuleviku kasutamisel tuleb silmas pidada, et *shall/will* on ka modaalverbid, näit. *will* väljendab tahet (vt. Modaalverbid):

Jaatav vorm:

N + shall/will + V

I shall work / I'll work
he will work / he'll work jne.

Eitav vorm:

N + shall/will + not + V

I shall work → I shall not work / I shan't work
he will work → he will not work / he won't work jne.

Küsiv vorm:

shall/will + N + V

I shall work → shall I work?
he will work → will he work? jne.

Eitav-küsiv vorm:

shall/will + N + not + V

I shall work → shall I not work? / shan't I...
he will work → will he not work? / won't he...

Lühivormid:

shall/will → 'll

will not → won't
shall not → shan't

Tähendus
Meaning

Üldtulevik väljendab:

1. **Ühekordset, korduvat või harjumuspärast tegevust tulevikus.**	He'll **come** back sometime. Kunagi ta tuleb tagasi. I **shall** often **write** to you. Ma kirjutan sulle tihti. Spring **will come** again. Kevad tuleb jälle.
2. **Tegevust või olukorda, mis püsivalt iseloomustab alust tulevikus.**	He **will miss** you. Ta tunneb sinust puudust/Ta hakkab sinust puudust tundma.
3. **Tegevust tulevikus, mis haarab teatud perioodi.**	I **shall stay** in town in summer. Ma jään suveks linna.
4. **Kavatsust (+ otsus).**	Jane: The phone is ringing. Tom: I'll **answer** it. Jane: Telefon heliseb. Tom: Ma vastan.

Üldtulevik tõlgitakse eesti keelde oleviku abil (mõnes kontekstis ka «hakkama konstruktsiooni» abil, näit. This plant *will produce* bricks. See tehas *hakkab* telliseid *tootma.*).

Märkus. Üldtulevik ei ole inglise keeles ainuke ega kõige pruugitavam vahend tulevikus toimuva tegevuse väljendamiseks. Teisi võimalusi käsitleme allpool.

KESTEV TULEVIK
THE FUTURE CONTINUOUS

Moodustamine
Formation

Kestev tulevik moodustatakse abiverbi *be* üldtulevikust (**shall/will + be**) ja põhiverbi oleviku kesksõnast (V_{ing}).

Jaatav vorm:

N + shall/will + be + V_{ing}

I shall be working / I'll be working
he will be working / he'll be working

Eitav vorm:

N + shall/will + not + be + V_{ing}

I shall not be working / I shan't be working
he will not be working / he won't be working

Märkus. Tavaliselt kasutatakse ainsuse ja mitmuse 1. pöörde jaatavas ja eitavas vormis **will** (I/we will..., I/we will not...).

Küsiv vorm:

shall/will + N + be + V_{ing}

shall I be working?
will he be working?

Märkus. *Will* on võimalik ainsuse ja mitmuse 1. pöördes, kuid ei ole nii tavaline kui *shall.*

Eitav-küsiv vorm:

shall/will + N + not + be + V_{ing}

shall/will I not be working? / shan't/won't I be ...?
will he not be working? / won't he be ...?

Lühivormid:

will/shall → 'll
will not → won't
shall not → shan't

Tähendus
Meaning

Kestev tulevik väljendab:

1. **Tulevikus toimuvat tegevust kui objektiivset fakti, mis ei vihja kavatsusele.**	We **shall be meeting** tomorrow (as we work together). Me kohtume homme (sest me töötame koos). When **will** you **be visting** them again? Millal sa neid jälle külastad?
2. **Tulevikus teatud momendil või ajaperioodil kestvat tegevust.**	This time tomorrow Bob **will be playing** tennis. Homme sel ajal mängib Bob tennist. Don't come at six! If you come at six, I'll **be cooking** the meal. Ära tule kell kuus! Kui sa tuled kell kuus, teen ma (parajasti) süüa.

Kestev tulevik tõlgitakse eesti keelde olevikuga.

ENNETULEVIK
THE FUTURE PERFECT

Moodustamine .
Formation

Ennetulevik moodustatakse abiverbi *have* üldtulevikust **(shall/will + have)** ja põhiverbi mineviku kesksõnast (V_{en}). Ainsuse ja mitmuse 1. pöördes kasutatakse abiverbe *will/shall*, ülejäänud pööretes *will*:

J a a t a v v o r m:

N + shall/will + have + V_{en}

I will/shall have worked / I'll have worked
he will have written / he'll have written

E i t a v v o r m:

N + shall/will + not + have + V_{en}

I will/shall not have worked / I won't/shan't have worked
he will not have written / he won't have written

K ü s i v v o r m:

shall/will + N + have + V_{en}

will/shall I have worked?
will he have written?

E i t a v-k ü s i v v o r m:

shall/will + N + not + have + V_{en}

will/shall I not have worked? / won't/shan't I have worked?
will he not have worked? / won't he have worked?

L ü h i v o r m i d:

will/shall → 'll
will not → won't
shall not → shan't

Tähendus
Meaning

Ennetulevik väljendab:

1. Tegevust, mis lõpeb enne teatud tulevikumomenti või teist tegevust tulevikus.	By January 25 he **will have passed** all his exams (now it is Jan. 1). 25. jaanuariks on tal kõik eksamid sooritatud (praegu on 1. jaan.). I **hope** you **will have cooked** dinner before I get home. Ma loodan, et sul on lõuna keedetud, enne kui ma koju jõuan.
2. Tegevust, mis algab enne teatud momenti tulevikus, kestab selleni ja võib jätkuda ka pärast seda.	By August 1 we **shall have been** in the country for a month. 1. augustiks oleme me maal olnud kuu aega.

Ennetulevik tõlgitakse eesti keelde tavaliselt täismineviku abil.

KESTEV ENNETULEVIK
THE FUTURE PERFECT CONTINUOUS

Moodustamine
Formation

Kestev ennetulevik moodustatakse abiverbi *be* ennetulevikust **(shall/will + have + been)** ja põhiverbi oleviku kesksõnast (V_{ing}). Ainsuse ja mitmuse 1. pöördes kasutatakse *will/shall*, ülejäänud pööretes *will*:

J a a t a v v o r m:

N + shall/will + have + been + V_{ing}

I will/ shall have been working / I'll have been working
he will have been working / he'll have been working

E i t a v v o r m:

N + shall/will + not + have + been + V_{ing}

I will/shall not have been working / I won't/shan't have been working
he will not have been working / he won't have been working

K ü s i v v o r m:

shall/will + N + have + been + V_{ing}

will/shall I have been working?
will he have been working?

Eitav-küsiv vorm:

shall/will + N + not + have + been + V_{ing}

will/shall I not have been working? / won't/shan't I have been working?
will he not have been working? / won't he have been working?

Lühivormid:

will/shall → 'll
will not → won't
shall not → shan't

Tähendus
Meaning

Kestev ennetulevik väljendab:

Tegevust, mis algab enne teatud momenti tulevikus, kestab selleni ja võib jätkuda ka pärast seda. Rõhutatakse tegevuse kestust (vrd. ka Ennetulevik, punkt 2). **Märkus.** Kestva ennetuleviku esinemissagedus on väga väike.	By the end of the month he **will have been living/working/studying** here for 2 years. Kuu lõpuks **on** ta siin elanud/töötanud/õppinud 2 aastat.

Kestev ennetulevik tõlgitakse eesti keelde täismineviku abil.

Tuleviku ajavormide tähenduste kõrvutamine
Some meanings of the future tenses contrasted

Future indefinite	**Future perfect**
I'll finish my letter at 8 o'clock. (Teatatakse tulevikus toimuvast tegevusest.)	**I'll have finished** my letter by 8 o'clock. (Rõhutatakse tegevuse lõpetamist teatud momendiks tulevikus.)
Future continuous	**Future perfect**
I'll be writing a letter a) at 7:30 tomorrow. b) when you come. (Tegevus kestab teatud momendil tulevikus.)	**I'll have written** the letter a) by 8 o'clock tomorrow. b) when you come. (Tegevus lõpetatakse teatud momendiks tulevikus.)
Future perfect	**Future perfect continuous**
By September 1 **I'll have studied** English for 2 years.	By September 1 **I'll have been studying** English for 2 years.
Tegevus on lõpetatud või kestab teatud momendil tulevikus. (Rõhutatakse fakti.)	(Rõhutatakse kestust.)

TULEVIKUS TOIMUVATE TEGEVUSTE VÄLJENDAMISE TEISI VÕIMALUSI
SOME OTHER POSSIBILITIES FOR EXPRESSING FUTURE ACTIONS

Peale tuleviku ajavormide on inglise keeles mitmeid teisigi võimalusi tulevikus toimuvate tegevuste väljendamiseks.

Üldolevik
The present indefinite

Üldolevikku kasutatakse tulevikus toimuva ettekavatsetud plaanipärase tegevuse väljendamiseks, tavaliselt liikumist ja tegevuse algust tähistatavate verbidega (*go, start, leave, begin* jt.) koos ajamäärusega:

The boys **start** school on Monday (because school begins on Monday).
Poisid lähevad kooli esmaspäeval (sest kool algab esmaspäeval).

We **leave** tonight (according to the plan).
Me sõidame ära täna õhtul (vastavalt plaanile).

I **read** my paper tomorrow (according to the programme).
Ma pean ettekande homme (vastavalt programmile).

Kestev olevik
The present continuous

Ka kestev olevik väljendab lähemas tulevikus toimuvat ettekavatsetud tegevust (eriti verbidega *come, go, leave, start, stay*), kuid see tegevus on seotud isikliku otsusega:

The boys **are starting** school on Monday (=They have decided so).
We **are leaving** tonight (= We have decided so).
I'm **reading** my paper tomorrow (=I have decided so).
— What **are** you **doing** next Sunday?
— I'm **not doing** anything. / I'm **staying** at home.

be going to + V

Be going to väljendab isiku kavatsust sooritada mingit tegevust lähemas tulevikus, milleks ettevalmistused on juba alanud. Kuid **be going to** võib väljendada ka rääkija veendumust:

I'm **going to meet** Tom at eight.
Ma kavatsen kohtuda Tomiga kell kaheksa. (Ühepoolne otsus.)

Vrd. I'm **meeting** Tom at eight. (Kavatsus + vihje, et kokkulepe Tomiga on olemas.)

He's **going to be** a teacher when he graduates from the University.
Ta kavatseb õpetajaks hakata, kui ta ülikooli lõpetab.

Look at those clouds! It's **going to rain.**
Vaata neid pilvi! Hakkab vihma sadama.

Märkus. Be going to järel ei kasutata tavaliselt verbe *go* ja *come*, näit. I'm **going to go / come** asemel kasutatakse kestvat olevikku: I'm going ja I'm coming.

be about + to + V

Be about väljendab vahetut tulevikku kas oleviku või mineviku seisukohast:

They **are about to start.** (= They are just going to start.)
Nad stardivad kohe.

He **was about to dive** when he saw me.
Ta oli just sukeldumas, kui ta nägi mind.

be on the point of + gerund

Väljendil **be on the point of** on sama või isegi vahetum tähendus kui väljendil *be about*:

Hurry up! They **are on the point of leaving.**
Kiirusta! Nad hakkavad kohe minema.

be + to + V

be+to+V väljendab kokkulepet tuleviku kohta (eriti ametlikku, mistõttu esineb sageli ajalehekeeles), kuid ka korraldust, käsku (vt. Modaalverbid):

The Prime Minister **is to visit** Poland.
Peaminister külastab Poolat.

Märkus. Pealkirjades jäetakse *be* sageli ära:
The Prime Minister to visit Poland.

She **is to be married** next week.
Ta abiellub järgmisel nädalal.

You **are to stay** here till we return. (= must stay)
Teie peate siia jääma, kuni me tagasi tuleme.

Exercise 1

Change the sentences below so that, instead of the present continuous, you have **be going to + V.** The meaning remains almost the same.

Model: We **are studying** the poem next month.
We **are going to study** the poem next month.

1. The neighbours are having dinner with us on Sunday. 2. They are meeting Paul on Monday. 3. I'm seeing about that as soon as I can. 4. Ella is working on her paper tomorrow. 5. We are studying German next year. 6. The teacher is giving our papers back tomorrow. 7. We are getting good jobs when we graduate. 8. My brother is leaving London on Tuesday. 9. The barber is cutting my hair in a few minutes. 10. I am walking to the lake as soon as the weather is warmer.

Exercise 2

Make up sentences using **be going to.**

Model: the conductor... ring the bell.
The conductor **is going to ring** the bell.

1. it	rain tomorrow
2. I	study sociology next year
3. my cousins	learn how to swim this summer
4. the students	practise the sounds tomorrow, too
5. they	give a party next Friday
6. my father	go to work tomorrow
7. she	work very hard in future
8. the professor	give a lecture tomorrow
9. the Dean	hold office hours from 12 to 2 next week
10. we	buy a new refrigerator
11. he	put his dustbin out in front of his door before 7.30 a. m.

Exercise 3

Change each of the following to a **yes-no** question beginning «Do you think...?» Pay attention to the word order.

Model: Will Mary go to the lecture tomorrow?
Do you think Mary will go to the lecture tomorrow?

1. Will you finish reading the newspaper at 6.30? 2. Will the sophomores go to the movies with us? 3. Will she be able to go out for lunch? 4. Will he be able to get home by 10 o'clock? 5. Shall we finish working at 7.30? 6. Will they be able to make some phone calls after breakfast? 7. Will Peter be able to eat dinner with us a week from today? 8. Will she be ready to go to work right away?

Exercise 4

Change the verbs in brackets into the future indefinite or the future continuous.

1. Next Thursday the Browns (to give) a tea party. 2. The party (to begin) at five o'clock. 3. There (to be) a good many people. 4. Only I do not know whether I (to go). 5. I (to have) my piano lesson this time and I am afraid I (not to be able) to cancel it. 6. Mrs Brown is an excellent hostess. She (to offer) us the most delicious things — salmon, caviar, tongue, pastries, cakes and what not. 7. Her tea (to be) very strong. 8. I can imagine how she (to make) the tea. 9. First she (to rinse) the pot with hot water to warm it. 10. Then she (to put) a tea-spoonful of tea for each person, and one for the tea-pot. 11. Then she (to pour) boiling water on the tea and (to let) it stand for 3—4 minutes. 12. I am sure all the guests (to have) a good time.

Exercise 5

Turn the following into politer questions by using the future continuous.

Model: Are you going to learn French next year?
Will you be learning French next year?

1. Are you going to stay long with them? 2. Are you going to take a taxi to get to the station? 3. Are you going to visit the exhibition tomorrow? 4. Are you going to serve dinner soon? 5. Are you going to sing again? 6. Are you going to work harder next term?

Exercise 6

Supply the correct tense of the verbs in brackets. Mind that all the sentences refer to future time.

1. If he (to arrive) in time, he can go with us. 2. If it (not to rain), we shall go to the beach. 3. When he (to come), please let me know. 4. Call me as soon as he (to get) here. 5. Don't leave before I (to tell) you. 6. If he (to like) the job, he will keep it. 7. As soon as he (to telephone), give him the message. 8. Don't call me unless he (to come). 9. I shall not go unless you (to go) too. 10. If he (not to come) soon, we shall have to leave without him. 11. I'll write to you when I (to get) to Kiev. 12. You must wait until the light (to change) to green. 13. We'll come to see you before you (to leave) on your vacation.

Exercise 7

Join the following pairs of sentences with **if, when, after, till, as soon as, unless.**

Model: The lecture will be over. We shall go to the café.
When the lecture is over, we shall go to the café.

1. I shan't write. I shall hear from you. 2. He will be flying over the Atlantic this time tomorrow. The weather will be fine. 3. We won't get off. The tram will stop. 4. The lecture will begin. It will be two o'clock. 5. I shall help you. I shall finish my composition. 6. They will stay with their friends. They will be in Leningrad.

Exercise 8

Use the present indefinite or the future indefinite of the verbs in brackets. Remember to use the future indefinite in object clauses introduced by **when, if** and **whether** when there is reference to the future.

1. He wonders whether George (to be) in this afternoon at four o'clock. 2. Go upstairs and ask Jane when she (to come) down. 3. I do not know when he (to come) today, but when he (to come), I (to have) a word with him. 4. Children are happy when holidays (to begin). 5. I don't know where he (to be) now; I (to see) him only on Wednesday. 6. She (to go) to the seaside tomorrow,

if it (to be) fine. 7. Ask her if she (to bring) me the article soon. 8. When you (to finish) translating this passage, bring it to me. 9. We (to start) at nine if it (to stop) raining.

Exercise 9

Supply the future perfect of the verbs in brackets and translate the sentences into Estonian.

1. When you arrive, they (to leave). 2. By October the flowers (to die). 3. If you come at noon tomorrow, we (to finish) the work. 4. If he gets here at six o'clock they (to go). 5. By December we (to finish) this book. 6. I (to be) in Tartu a year next September. 7. By tomorrow she (to forget) all these rules. 8. When he becomes a teacher of English, he (to master) the language. 9. They (to visit) ten towns by the end of vacation. 10. She (to receive) the letter before she goes on vacation. 11. You (to start) when I arrive.

Exercise 10

Change the verbs in brackets into the future perfect or the future perfect continuous. Give your reasons. Then make up similar dialogues of your own.

I

A: «What time will they begin the Tchaikovsky Piano Concerto on the radio tonight?»
B: «Nine o'clock.»
A: «Oh, what a pity. They (to play) it for about fifteen minutes by the time I can get home.»

II

A: «Professor Seep has been lecturing here for quite a long time now, I am told. Do you know exactly how long?»
B: «Let me see. By the end of this academic year he (to lecture) here for fifteen years, I think.»

III

A: «How long has the baby been sleeping?»
B: «By the time you arrive home, it (to sleep) for an hour. So please don't make a noise when you come in.»

Exercise 11

Change the verbs in brackets into the future indefinite or the future perfect.

1. Hurry up! The show (to start) at 7.30 sharp. They (to close) the doors by the time we get there, and we (not to be allowed) to go in until the interval. 2. Margaret is doing her best to lose weight. She is living on black coffee and fish meals and is taking sauna baths twice a week. She hopes that she (to lose)

five kilos by the end of the month. How much do you expect that she (to lose) by then? 3. Good heavens! You must have grown ten centimetres since spring. By next autumn you (to reach) my own height. Then you (to find) your bed too short for you. 4. He has collected a lot of stamps already. When you visit him next time, he (to collect), I suppose, over a thousand stamps.

Exercise 12

Supply the future indefinite, the future continuous, the present indefinite, the present perfect or the future perfect of the verbs in brackets and explain their use.

They (to eat) their dinner when you arrive. 2. He will have left when you (to get) there. 3. If you (to come) at ten, we shall have had our lesson. 4. The baby (to learn) to walk by that time. 5. At eight o'clock we (to pass) through Tapa. 6. Don't worry. I (to write) it before you come back. 7. They (to have) tea when you see them. 8. You (to be able) to speak English fluently a year from now if you (to work) hard. 9. She (to stay) in the library until she (to translate) the article. 10. They (not to return) home until they (to get) the tickets. 11. She (to pass) her exams before the session (to begin). 12. If the bus (not to stop) here, we (to have) enough time to walk to the station. 13. When you arrive, I probably (to work) at my translation.

Exercise 13

Comment on the use of tenses and translate the sentences into Estonian.

1. We meet every day. We shall meet every day when he moves to Tartu. 2. I am writing a letter at present. I shall be writing a letter in two hours. 3. I start work tomorrow. I am starting work tomorrow. 4. I'll work all day tomorrow. I'll be working all day tomorrow. 6. We shall meet tomorrow. We shall be meeting tomorrow. 7. Peter has finished his composition. Peter will have finished his composition before you come back. 8. I have lived in Tartu for ten years. By then I shall have been living in Tartu for ten years. 9. By then I shall have lived in Tartu for ten years. 10. I shall have written two letters when you come back. I shall have been writing the letter for twenty minutes when you come back.

Exercise 14

Translate into English using various means of expressing future actions.

1. Ta kavatseb ka homme jalgpallivõistlusele minna. Me kohtume kell viis bussipeatuses. 2. Mida sa teed homme kell viis? Ma joon teed Brownide pool. 3. Järgmise õppeaasta lõpuks me oleme omandanud põhilised (basic) teadmised inglise keele grammatikast. 4. Kui kaua sa oled õppinud inglise keelt selleks ajaks, kui

sa lõpetad ülikooli? 5. Nad räägivad inglise keelt perfektselt, kui nad lõpetavad inglise keele osakonna. 6. Homme sel ajal on neil ladina keele tund. Nad õpivad siis verbi pööramist (conjugation). 7. Kui sa veedad kuu aega Inglismaal, omandad sa parema hääldamise. 8. Kui sa ütled, et ta on sitke (tough) poiss, peab ta sind vulgaarseks (vulgar). 9. Ma küsin temalt, kas ta aitab mul õhtul ladinakeelseid väljendeid tõlkida.

Kaudse tuleviku ajavormid
The future-in-the-past tenses

Kaudse tuleviku aegade rühma kuuluvad: 1) kaudne tulevik (the future indefinite-in-the-past), 2) kestev kaudne tulevik (the future continuous-in-the-past), 3) kaudne ennetulevik (the future perfect-in-the-past), 4) kestev kaudne ennetulevik (the future perfect continuous-in-the-past). Kaudse tuleviku aegu kasutatakse tegevuste väljendamiseks, mis mineviku seisukohast vaadatuna leiavad aset tulevikus.

Moodustamine
Formation

Kaudse tuleviku ajavormid moodustatakse analoogiliselt tuleviku ajavormidega, kuid abiverbide *shall/will* asemel kasutatakse abiverbe *should/would*:

The future indefinite-in-the-past

I/we shall/will work → I/we should/would work
he will work → he would work

The future continuous-in-the-past

I/we shall be working → I/we should be working
he will be working → he would be working

The future perfect-in-the-past

I/we shall have worked → I/we should have worked
he will have worked → he would have worked

The future perfect continuous-in-the-past

I/we shall have been working → I/we should have been working
he will have been working → he would have been working

Kasutamine
Use

Kaudset tulevikku (the future indefinite-in-the-past) kasutatakse sihitislauseis (object clauses) üldtuleviku asemel, kui pealause verb on ühes minevikuajas:

Pealause Main clause	**Sidesõna** Conjunction	**Sihitislause** Object clause
She said Ta ütles, Jim had told them Jim oli öelnud neile,	that et that et	we **should return** in a week. me tuleme tagasi nädala pärast. he **would do** it soon. ta teeb seda varsti.

Kestvat kaudset tulevikku (the future continuous-in-the-past) kasutatakse sihitislauseis kestva tuleviku asemel, kui pealause verb on ühes minevikuajas:

He said	that	I **should be having** my lesson at twelve.
Ta ütles,	et	mul on tund kell kaksteist.
I had told Jane	that	Jim **would be reading** the whole morning.
Ma olin öelnud Jane'ile,	et	Jim loeb kogu hommiku.

Kaudset ennetulevikku (the future perfect-in-the-past) kasutatakse sihitislauseis ennetuleviku asemel, kui pealause verb on ühes minevikuajas:

I told him	that	I **should have done** my homework by five.
Ma ütlesin talle,	et	lõpetan kodused ülesanded kella viieks.
He had told me	that	he **would have left** the house before we arrived.
Ta oli öelnud mulle,	et	ta on majast lahkunud enne, kui me saabume.

Kaudset kestvat ennetulevikku (the future perfect continuous-in-the-past) kasutatakse sihitislauseis kestva ennetuleviku asemel, kui pealause verb on ühes minevikuajas:

I was saying	that	by Saturday I **should have been working** at the factory for a week.
Ma ütlesin,	et	laupäevaks olen ma töötanud vabrikus juba nädal aega.
We wondered	how long	he **would have been writing** by the time we returned.
Meid huvitas,	kui kaua	ta on kirjutanud selle ajani, kui me tagasi tuleme.

AEGADE JÄRJESTUS
THE SEQUENCE OF TENSES

Kui pealause verb on ühes minevikuajas, siis peab ka kõrvallause verb olema ühes lause mõttele vastavas minevikuajas. Seda reeglit nimetatakse inglise keele grammatikas aegade järjestuse reegliks (sequence of tenses). Eesti keeles ei sõltu kõrvallause verbi aeg pealause verbi ajast. Võrdle:

I thought that you **were** ill.
Ma arvasin, et sa **oled** haige.

I. Kui pealause öeldis on minevikus ja kõrvallauses väljendatud tegevus on samaaegne pealause tegevusega, kasutatakse kõrvallauses (peamiselt sihitislause) kas üld- või kestvat minevikku:

Pealause Main clause	**Sidesõna** Conjunction	**Kõrvallause** Subordinate clause
He knew Ta teadis,	that et	we **were** short of money. meil on vähe raha.
I was trying to guess Ma katsusin **oletada,**	what millest	they **were speaking** about. nad räägivad.
I had already noticed Ma olin juba märganud,	that et	mother **was making** tea. ema keedab teed.
Past indefinite Past continuous Past perfect	Past indefinite (eesti k. olevik) Past continuous (eesti k. olevik)	

II. Kui pealause öeldis on minevikus ja kõrvallauses väljendatud tegevus eelneb pealause tegevusele, kasutatakse kõrvallauses kas enneminevikku või kestvat enneminevikku:

Pealause Main clause	**Sidesõna** Conjunction	**Kõrvallause** Subordinate clause
Peter wrote Peeter kirjutas,	that et	he **had lived** in Tartu in 1985. ta elas Tartus 1985. aastal.
Tom was just explaining Tom selgitas parajasti,	that et	he **had lived/had been living** in Tartu for two years. ta elab/on elanud Tartus juba kaks aastat.
Peter had written me Peeter oli mulle kirjutanud,	that et	by that time he **had lived/had been living** in Tartu for ten years. selleks ajaks oli ta elanud Tartus juba kümme aastat.
Past indefinite Past continuous Past perfect	Past perfect (eesti k. olevik, lihtminevik, täisminevik) Past perfect continuous (eesti k. olevik, lihtminevik, täisminevik)	

III. Kui pealause öeldis on minevikus ja kõrvallauses väljendatud tegevus järgneb pealause tegevusele, kasutatakse kõrvallauses ühte kaudse tuleviku aegadest:

Pealause Main clause	**Sidesõna** Conjunction	**Kõrvallause** Subordinate clause
John said John ütles,	that et	he **would return** soon. ta tuleb varsti tagasi.
We were trying to guess Me katsusime oletada,	if kas	he **would** still **be working** at ten o'clock. ta kell kümme veel töötab.
He had told me Ta oli mulle öelnud,	that et	he **would have done** his homework by ten o'clock. ta lõpetab kodused ülesanded kella kümneks / kella kümneks on tal kodused ülesanded lõpetatud.
I said Ma ütlesin,	that et	by Saturday I **should** already **have been working** at the factory for a week. laupäevaks olen ma töötanud vabrikus juba nädal aega.
Past indefinite Past continuous Past perfect	Future indefinite-in-the-past (eesti k. olevik) Future continuous-in-the-past (eesti k. olevik) Future perfect-in-the-past (eesti k. olevik, täisminevik) Future perfect continuous-in-the-past (eesti k. olevik, täisminevik)	

KAUDNE KÕNE
INDIRECT or REPORTED SPEECH

Kõneleja sõnu saab edasi anda otseselt ja kaudselt. Otsene kõne kordab kõneleja sõnu täpselt:

He said, «I've lost my watch.»
He said, «Good morning.»

Kaudne kõne annab kõneleja sõnu edasi ümberjutustatult, kusjuures kõneleja sõnade täpne kordamine ei ole tingimata vajalik:

He said (that) he had lost his watch.
He greeted us.

Märkus. Kõnekeeles jäetakse sidesõna **that** harilikult ära.

Otsese kõne muutmisel kaudseks toimuvad lauses tavaliselt mõningad muudatused.

Väitlused kaudses kõnes
Statements in indirect speech

Väitlused (kaudses kõnes alati sihitislaused) antakse kaudses kõnes edasi harilikult verbide *say* ja *tell* abil. *Say/said to* + *sihitis* asemel kasutatakse tavaliselt **tell/told** + **sihitis**:

He said to me, «I like grammar.»
He told me he liked grammar.

Kui saatelause (reporting clause) verb on üldolevikus, kestvas olevikus, täisminevikus* või üldtulevikus, ei muutu kõnet kaudselt edasiandva lause (reported clause) verbi aeg:

Otsene kõne (direct speech): «My brother is in the army.»
Kaudne kõne (indirect speech):

She says
She is saying
She has said
She will say } that her brother is in the army.

Kui saatelause verb on ühes minevikuajas, toimub kaudset kõnet edasiandvas jutustavas ja küsivas lauses **aegade nihe** (tagasinihe, backshift) vastavalt aegade järjestuse reeglile:

the present indefinite → the past indefinite
the present continuous → the past continuous
the present perfect → the past perfect
the present perfect continuous → the past perfect continuous

the past indefinite → the past perfect
the past continuous → the past perfect continuous
the past perfect → jääb muutmata
the past perfect continuous → jääb muutmata

the future indefinite → the future indefinite-in-the-past
the future continuous → the future continuous-in-the-past
the future perfect → the future perfect-in-the-past
the future perfect continuous → the future perfect continuous-in-the-past

«I never drink vodka,» he explained.
He explained that he never **drank** vodka.

«I'm waiting for Mary,» he said.
He said he **was waiting** for Mary.

«I've bought a new car,» he said.
He said he **had bought** a new car.

He said, «I've been waiting for an hour.»
He said he **had been waiting** for an hour.

* Pidage meeles, et täisminevik kuulub inglise keeles olevikuaegade rühma.

He said, «I bought a car.» He said he **had bought** a car.	
He said, «I was reading at 10 o'clock.» He said he **had been reading** at 10 o'clock.	
He said, «Tim will be in Tallinn on Sunday.» He said Tim **would be** in Tallinn on Sunday.	
«I'll be using the dictionary in the evening,» he said. He said he **would be using** the dictionary in the evening.	
He said, «We shall have cooked the meal by 6 o'clock.» He said they **would have cooked** the meal by 6 o'clock.	
He said, «By the end of August I shall have been living in Tartu for 2 years.» He said that by the end of August he **would have been living** in Tartu for 2 years.	

Aegade nihet ei toimu

1. kui lause väljendab üldtuntud tõde või korduvat, harjumuspärast tegevust:

He said, «The sun **is** 92 million miles away.»
He said that the sun **is** 92 million miles away.

She said yesterday, «I always **drink** coffee for breakfast.»
She said yesterday she always **drinks** coffee for breakfast.

2. kui üldminevik otseses kõnes tähistab tegevust, mis toimus teatud momendil või kui üldminevikku/kestvat minevikku kasutatakse ajamääruslausetes:

He said, «I had left home before Tom **came.**»
He said he had left home before Tom **came.**

He said, «I've been reading since Sue **came.**»
He said he'd been reading since Sue **came.**

He said, «When we lived/were living in Tartu we often saw Oscar.»
He said that when they lived/were living in Tartu they often saw/had often seen Oscar.

3. tingimuslausete 2. ja 3. tüübis (vt. Tingimuslaused):

«If my children **were** older I would find a job,» said Janet.
Janet said if her children **were** older she would find a job.

«If I **had had** more money I should/would have bought a car,» said John.
John said if he **had had** more money he would have bought a car.

4. subjunktiivis *wish, would rather/sooner* ja *it is time* (vt. allpool Subjunktiiv) järel:

«We wish we didn't have to take exams,» said the students.
The students said they wished they **didn't have** to take exams.

«Peter wants to go home,» said Bill, «but I'd rather he stayed.»
Bill said that Peter wanted to go home but he'd rather he **stayed.**

The boys said, «It's time we began learning English.»
The boys said that it was time they **began** learning English.

Kui saatelause verb on ühes minevikuajas, asendatakse «lähedust» väljendavad sõnad «kaugust» väljendavate sõnadega:

this → that
these → those
here → there
now → then
ago → before
today → that day
tomorrow → the next day/the following day
yesterday → the day before/the previous day
last night → the previous night
next week/year jne. → the following week/year jne.

The teacher said, «I saw the boy **here** in **this** room **today**.»
The teacher said she had seen the boy **there** in **that** room **that day.**

Märkus. Kui kõne toimub ja antakse edasi samal päeval, ei ole asendamine vajalik:
At breakfast **this** morning she said, «I'll be very busy **today.**»
At breakfast **this** morning she said that she would be very busy **today.**

Kui saatelause verb on ühes minevikuajas, kasutatakse modaalverbe järgmiselt:

Otsene kõne Direct speech	**Kaudne kõne** Indirect speech
must	must/had to
can	could
could	could/had been able to
may	might
might	might
is to, are to	was to, were to
was to, were to	was to, were to
have to, has to	had to
had to	had to
will	would
shall	should
should	should
would	would
ought to	ought to
need	need
dare	dared

Mother said, «You must be careful.»
Mother told me that I **must/had to be** careful.

Mother said, «You ought to go to bed.»
Mother told me that I **ought to** go to bed.

Küsimused kaudses kõnes
Questions in indirect speech

Reeglid, mis kehtivad väitlausete edasiandmisel kaudses kõnes, kehtivad ka küsilausete puhul. Sõnade järjekord kaudsetes küsimustes on otsene (alus + öeldis + sihitis). Kui saatelauses on verb *say*, asendatakse see verbiga *ask, inquire, wonder* jt.

KAUDSED ÜLDKÜSIMUSED
INDIRECT YES-NO QUESTIONS

Kaudsed üldküsimused algavad sidesõnadega *if/whether*. Abiverb *do/does/did* jäetakse ära.

Otsene üldküsimus Direct yes-no question	**Kaudne üldküsimus** Indirect yes-no question
He asked (me): Is Peter your brother?	He asked me if/whether Peter **was** my brother.
Does Peter have many friends?	He asked me if Peter **had** many friends.
Can Henry speak German?	He asked me if Henry **could speak** German.
Has Jane spent all the money?	He asked if Jane **had spent** all the money.
Do you know Tom?	He asked if I **knew** Tom.
Does Henry speak German?	He asked if Henry **spoke** German.
Did you see David yesterday?	He asked if I **had seen** David the day before.
Will you be there tomorrow?	He asked if she **would be** there the next day.
Shall I ever see her again?	He wondered if he **would** ever **see** her again.

Märkus. Kaudsed valikküsimused (alternative questions) algavad tavaliselt sidesõnaga **whether:**

The teacher said, «Is it your turn or Peter's?»
The teacher asked me whether it **was** my turn or Peter's.

KAUDSED ERIKÜSIMUSED
INDIRECT WH-QUESTIONS

Kaudsed eriküsimused algavad siduva ase- või määrsõnaga *what, who, where, why, how* jt. (otseses eriküsimuses küsisõna). Kui otsene küsimus käib aluse kohta ja sisaldab verbi *be* lihtajas, võib kaudses küsimuses olla kas otsene sõnajärjestus või inversioon:

Otsene eriküsimus Direct wh-question	**Kaudne eriküsimus** Indirect wh-question
What is her name?	He asked me what her name **was.**
Who is that man?	He asked who that man **was.** / who **was** that man.
Where are you going?	He asked me where I **was going.**
Why did you come here?	He asked me why I **had come** there.
How will she get there?	He wondered how she **would get** there.

KÄSUD, PALVED, SOOVITUSED KAUDSES KÕNES
COMMANDS, REQUESTS, ADVICE IN INDIRECT SPEECH

Käsu, palve, korralduse, soovituse jne. edasiandmisel kaudses kõnes tuleb silmas pidada järgmist:

1. Sõltuvalt sellest, mida tahetakse väljendada, kasutatakse verbe *tell, order, command, ask, invite, recommend, request, warn* jt., millele järgneb sihitis (O) + to-infinitiiv:

   tell (jt.) + O + to + V

2. Eitava käsu, palve jne. korral on *to*-infinitiivi ees *not*:

   tell (jt.) + O + not + to + V

Otsene kõne Direct speech	**Kaudne kõne** Indirect speech
«Go away!» he said to them. «Don't wake Daddy!» she said to me. «Play the piano, please!» they asked her.	He told them to go away. She advised me not to wake Daddy. They asked her to play the piano.

TERVITUSED, ÕNNITLUSED, SOOVID, TÄNU KAUDSES KÕNES

GREETINGS, CONGRATULATIONS, WISHES, WORDS OF THANKS IN INDIRECT SPEECH

Otsene kõne Direct speech	**Kaudne kõne** Indirect speech
«Hello, Tom» «Hello, Jim»	Tom and Jim greeted each other.
He said, «Good morning.»	He greeted me/us/them.
She said, «Good-bye, Peter.»	She said good-bye to Peter.
Larry said, «Good night, Mother.»	Larry wished Mother good night.
He said, «Congratulations.»	He congratulated me.
She said, «Welcome.»	She welcomed me.
She said, «Happy Christmas.»	She wished me happy Christmas.
He said, «Thank you.»	He thanked me.

Exercise 1

Change the following sentences from direct into indirect speech.

Model: «I **shall be** 21 tomorrow,» said Bill.
Bill said **he would be** 21 the following day.

1. «I'll be using the car myself on Sunday,» he said. 2. She said, «I shall be there tomorrow.» 3. The secretary said, «The Rector will sign the paper in the afternoon.» 4. She said, «On May 1, 1995 we shall have been living in the village exactly 25 years.» 5. Mr. White said, «They will have left the town by now.» 6. I said, «Tomorrow I shall be working in the library.» 7. The manager said, «I shall be meeting you tomorrow.» 8. The husband said, «The taxi will have arrived by the time you finish dressing.» 9. He said, «By 10 o'clock I shall have been repairing the radio for 4 hours.»

Exercise 2

State whether the action in the subordinate clause is simultaneous with the action in the main clause, prior to it or refers to a future moment with regard to the past moment indicated in the main clause.

1. We thought you were going to explain the new rule to us. 2. Last week you promised that you would take me to the pictures. 3. He was sure that we had had our lunch already. 4. I thought you knew the man very well. 5. They believed that the ship left

at 10 o'clock. 6. I knew that you were tired. 7. She was explaining how she had been working at her translation. 8. They wrote me that by that time they had lived in Berlin for two years. 9. You promised that you would write me the first day when you arrived in London. 10. Her mother was sure that she was making good progress at the University.

Exercise 3

Insert the **verbs to say** or **to tell** in the appropriate form.

1. Mother — that Daddy and she had business to discuss. 2. He — me that they had quite different notions of a walk in town. 3. He — to us that he was disappointed about that. 4. One day Mother — that we were going to have a baby. 5. «— me what he's trying to —,» he —. 6. I wanted to — you that I don't like the clatter of nailed boots. 7. While he was — her about his wishes the soup boiled over. 8. «Didn't you hear what I —?»

Exercise 4

Change the following statements and questions into complex sentences so that the action in the subordinate clause would be simultaneous with that in the main clause.

Model: I like his visits. (He said) He **said** he **liked** his visits.

1. The window of the attic faces southeast. (He told me) 2. He always wakes with the first light. (He informed me) 3. Father is less interesting when he is out of uniform. (The boy thought) 4. He is reading a newspaper. (The boy said) 5. Why is Mother talking to Father? (The boy inquired) 6. Children want to be treated as equals. (The nurse knew) 7. What time does his father go to work? (She wondered) 8. I am very cold. (I said) 9. Is the child sleeping? (Mother asked Father) 10. Why is Father lying wide awake? (The boy wondered)

Exercise 5

Change the following statements and questions into complex sentences so that the action in the subordinate clause would be prior to that expressed in the main clause.

Model: He wanted to talk. (The boy said) The boy **said** he **had wanted** to talk.

1. She has been talking to Daddy for 10 minutes. (The boy was sure) 2. Father took Harry for a walk. (Mother knew) 3. It didn't turn out like that. (He was surprised) 4. What did you see in town? (She wanted me to tell her). 5. Why didn't you keep your promise? (She wondered) 6. He demanded far too much attention. (He said) 7. Was he screeching all the time? (She wanted to know) 8. Mother was very preoccupied. (I was surprised) 9. He was lying in bed. (I noticed) 10. Has anyone spoken to you in such a tone? (He asked if)

Exercise 6

Change the following statements and questions into complex sentences so that the action in the subordinate clause would refer to a future moment with regard to the past moment indicated in the main clause.

Model: They will send him back to the war. (The boy expected)
The boy **expected they would send** him back to the war.

1. Mother will take steps to improve the situation. (The boy hoped) 2. I shall spend my vacation at Pärnu. (She said) 3. When will you graduate from college? (His aunt asked him) 4. Will you be able to sing in the choir? (The other girl asked her) 5. Father will put an arm around me. (I expected) 6. Will the situation become normalized soon? (No one knew if) 7. Shall I go away or stay here? (I didn't know if) 8. I shall be doing exactly the same work next week (I hoped) 9. He will have left already by the next Monday. (I supposed) 10. We shall be having classes this time tomorrow. (Everybody thought) 11. Will he have found the answer by then? (We doubted if)

Exercise 7

Complete the following observing the rule of the sequence of tenses.

1. I hope you will like your room. I hoped ... 2. He says that London University was founded in 1836. He said ... 3. The guide says Moscow University is the biggest university in the U. S. S. R. The guide said ... 4. The teacher says that the best way of mastering a foreign language consists in listening, speaking and reading every day. The teacher said... 5. My sister says that she will give a party next week. My sister said ... 6. Peter says that he has not seen Mark for a long time. Peter said ... 7. Meg says that she is preparing for her report. Meg said ... 8. Charles says that the bus will have arrived by two o'clock. Charles said ... 9. Henry says that we'll be meeting at the library in the afternoon. Henry said ... 10. He hopes we enjoyed the film. He hoped ...

Exercise 8

Change the following **yes-no-questions** from direct speech to indirect speech.

1. «Do you need any help?» she asked Bessie. 2. «Has my roommate arrived?» she asked. 3. «What is your name?» the girl asked Bessie. 4. «Doesn't the boy ever sleep?» Father asked Mother. 5. I asked them, «Are you tired?» 6. The girl asked, «Are you coming?» 7. «Will you be back in half an hour?» my sister asked me. 8. «Have you ever been to the Bolshoi Theatre?» he asked me. 9. I asked them, «Will you have finished the exercise by 2 o'clock?» 10. «Were you sleeping at 10 o'clock?» I asked my friend. 11. «Are you going to visit the National Gallery?» the guide asked us. 12. «Have you been studying English?» the

teacher asked the students. 13. «Had he seen the film before?» she asked me.

Exercise 9

Turn the following **wh-questions** into indirect speech.

1. «Why are you talking to Danny?» I asked Mother. 2. Harry asked Mother, «Why wouldn't he send Daddy back to us?» 3. I asked her, «What is it?» 4. «Harry, what did you promise?» Marion whispered. 5. «Why don't you see me sometime?» my classmate asked. 6. Professor Green asked the student, «What is your name?» 7. «What are we supposed to do now?» another girl asked the group. 8. I asked him «When did you call?» 9. The teacher asked me, «How well can you speak German?» 10. My aunt asked me, «When will he graduate from university?» 11. I asked them, «How long have you been waiting?» 12. She asked us, «How did you like the play?»

Exercise 10

Read the direct quotation. Student A asks the question. Student B responds with an indirect quotation.

Model: He asked me, «Why are you so worried?»
A: What did he ask you?
B: He asked me why I was so worried.

1. I asked them, «When did you eat dinner?» 2. He asked them, «How many languages can you speak?» 3. The teacher asked us, «What have you been studying?» 4. I asked you, «When will you return my dictionary?» 5. I asked him, «What kind of work do you do?» 6. The woman asked me, «How long have you lived in Tartu?» 7. I asked her, «Where were you last night?» 8. Mother asked me, «Who did you invite to your birthday party?» 9. She asked me, «How much sugar do you take with your coffee?» 10. He asked them, «Where will you spend your vacation?»

Exercise 11

Change the following from direct speech into direct speech. Begin your sentences **He told me... or He asked me...**

1. Mother and I can never agree about that. 2. We cannot afford a new car. 3. It may be an improvement. 4. Shall I open the window? 5. May I come in? 6. It may be an achievement. 7. You must leave the house. 8. I cannot get comfortable. 9. He has to get some money for us. 10. I couldn't grasp his method. 11. The child will not sleep at the proper time. 12. Can't you put your arm around me? 13. Will you come and meet the guest of honour? 14. Would you care to dance? 15. Can sophomores come to our party? 16. You can drink from my cup.

Exercise 12

Turn the following imperatives into indirect speech.

1. Mother: «Do be quiet, Harry!» 2. Mother to Harry: «Don't wake Danny!» 3. Mother to Harry: «Don't disturb poor Daddy in the morning.» 4. Father to Harry: «Shut up!» 5. Bessie to Mr Morgan: «Take my suitcases to the box-room, please.» 6. Mrs Good to Stella: «Show her where the things are, will you?» 7. Stella to Bessie: «Unpack right away.» 8. Stella to Bessie «Please come to all the special events for the students.» 9. Professor Green to his students: «Stop laughing!» 10. The captain to the sailors: «Lower the boats at once». 11. The teacher to Richard: «Be careful, think before you answer.» 12. The passenger to the taxi driver: «Bus station as fast as you can!»

Exercise 13

The teacher gave you instructions. Say what she told you to do and why.

Model: T: Play the tapes back.
A: The teacher told us to play the tapes back.
B: Why did he tell us to do so?
A: She told us to play the tapes back because she wanted to correct our intonation.

1. Open your books at page twenty-five. 2. Read through your paper before handing it in. 3. Leave a wider margin. 4. Prepare for each class if you want to pass your examination. 5. Speak in a loud voice.

Exercise 14

Rewrite the following extract in indirect speech.

«There is no one alive up there,» the captain said. «You,» he said to the sniper, «go up there and see.»
The sniper looked down. He said nothing.
«Don't you hear me?» the captain shouted at him.
«Yes, my captain,» the sniper said, not looking at him.
«Then get up and go.» The captain still had his pistol out.
«Do you hear me?»
«Yes, my captain.»
«Why don't you go, then?»
«I don't want to, my captain.»
«You don't want to?» The captain pushed the pistol against the small of the man's back: «You don't want to?»
«I am afraid, my captain,» the soldier said with dignity.

(From «For Whom the Bell Tolls» by E. Hemingway)

PASSIIV
THE PASSIVE VOICE

Tegumood (voice) on verbivorm, mis näitab öeldise suhet lause aluse ja sihitisega. Ta näitab, kas alus on tegevuse teostajaks või tehakse tema endaga midagi.

Inglise keeles on verbil kaks tegumoodi — aktiiv ja passiiv.

Aktiiv (the active voice) väljendab, et alus on tegevuse teostajaks:

He broke the vase.
Ta lõhkus vaasi ära.

Aktiivi kasutatakse, kui tahetakse rõhutada tegevuse teostajat.

Passiiv (the passive voice) märgib, et lause alusega tehakse midagi:

The vase **was broken.**
Vaas **lõhuti ära.**

The vase **was broken** by Henry.
Vaasi **lõhkus ära** Henry.

Passiivi kasutatakse, kui tähelepanu on pööratud tegevuse objektile, kui tegevuse teostaja ei ole teada või teda ei taheta mainida.

Tegevuse teostajat või teostamise vahendit väljendatakse passiivlauses, kui see on vajalik, prepositsioonilise e. eessõnalise sihitise abil (eessõnadega *by* ja *with*):

I **was invited** by the Browns / them.
The wall **was covered** with paint.

Inglise keeles saab passiivi moodustada ainult sihilistest verbidest, st. verbidest, mille järel kasutatakse otsesihitist, näit. *to break, to find, to build*, jne., ja eessõnalistest verbidest, st. verbidest, mis nõuavad eessõnalist sihitist, näit. *to send for, to listen to, to take care of* jne.:

S P O_d — S P
He built a house → A house was built.

S P O_p — S P
They sent for the doctor — The doctor was sent for.

Erinevalt eesti keelest, kus on olemas isikuline tegumood ja umbisikuline tegumood, on inglise keeles nii aktiiv kui ka passiiv isikulised, st. nii aktiivlausel kui ka passiivlausel on alus ja öeldis isikulises vormis. Selle tõttu ei saa inglise aktiivi ja passiivi nimetada vastavalt isikuliseks ja umbisikuliseks tegumoeks, nagu seda tehakse eesti keeles. Vrd.

S P
A house was built.
Maja ehitati.

Eestikeelses lauses *Maja ehitati* puudub alus, kuid on sihitis ja öeldis esineb umbisikulises vormis. Ingliskeelse passiivlause öeldis tõlgitakse tavaliselt eesti keelde umbisikulises tegumoes oleva verbiga.

Passiivi ajavormid
The tense forms of the passive voice

Inglise verbil on aktiivis 16 ajavormi, passiivis aga ainult 10 (puuduvad the present perfect continuous, the past perfect continuous, the future continuous, the future perfect continuous, the future continuous-in-the-past ja the future perfect continuous-in-the-past).

Moodustamine
Formation

Passiivi ajavormid moodustatakse abiverbi *be* pöördelistest vormidest vastavas ajas ja põhiverbi mineviku kesksõnast:

$$be_{tense} + V_{en}$$

Tense form	Active voice	Passive voice
Pr. ind.	He **invites** me every week.	I **am invited** every week. Mind kutsutakse iga nädal külla.
Pr. cont.	He **is inviting** me.	I **am being** invited. Mind kutsutakse (praegu) külla.
Pr. perf.	He **has invited** me.	I **have been invited.** Ma olen kutsutud / mind kutsuti külla.
Pr. perf. cont.	He **has been inviting** me.	— (kasutatakse pr. perf.)
Past ind.	He **invited** me.	I **was invited.** Mind kutsuti külla.
Past cont.	He **was inviting** me.	I **was being invited.** Mind kutsuti parajasti külla.
Past perf.	He **had invited** me.	I **had been invited.** Ma olin kutsutud külla.
Past perf. cont.	He **had been inviting** me.	— (kasutatakse past perf.)

Fut. ind.	He **will invite** me.	I **shall/will be invited.** Mind kutsutakse (tulevikus) külla.
Fut. cont.	He **will be inviting** me.	— (kasutatakse fut. ind.)
Fut. perf.	He **will have invited** me.	I **shall/will have been invited.** (Selleks ajaks) ma olen juba kutsutud külla.
Fut. perf. cont.	He **will have been inviting** me.	— (kasutatakse fut. perf.)
Fut. ind.-in-the-past	He said ... that he **would invite** me.	He said ... that I **should be invited** ... et mind kutsutakse (tulevikus) külla.
Fut. cont.-in-the-past	... that he **would be inviting** me.	— (kasut. fut. ind. -in-the-past)
Fut. perf.-in-the-past	... that he **would have invited** me.	... that I **should have been invited.** ... et (selleks ajaks) ma olen juba kutsutud külla.
Fut. perf. cont.-in-the-past	... that he **would have been inviting** me.	— (kasut. fut. perf. cont-in-the-past).

Aktiivlausete passiivlauseteks muutmine
Transforming sentences from the active into the passive voice

Aktiivlausete passiivlauseteks muutmisel tuleb teha järgmist:
1. Leida sihitis ning muuta ta aluseks. Kui sihitis on väljendatud isikulise asesõnaga, kasutada seda nimetavas käändes e. alusekäändes (vrd. me → I, him → he, jne.).
2. Määrata öeldisverbi ajavorm ja asendada see vastava passiivivormiga (näit. invites — pr. ind. act. → am invited — pr. ind. pass., vt. eelmine tabel).
3. Leida alus ja muuta see eessõnaliseks sihitiseks *by* lisamisega. Kui alus on väljendatud asesõnaga (*I, we, someone, no one* jt.), jäetakse see tavaliselt ära:

S P_{act} O_d
Mr White **teaches** this class. →

S P_{pass} O_p
This class **is taught** by Mr White.

S P_{act} O_d
He **invited** me. →

S P_{pass} O_p
I **was invited** (by him).

Märkus. Mõnedest verbidest, nagu **give, tell, show, lead, get, write, pay, sell, buy, bring, make, teach** jt., millel võib olla 2 sihitist (otse- ja kaudsihitis), saab moodustada 2 passiivikonstruktsiooni:

O_i O_d
He told me a story → I was told a story. (tavalisem)
→ A story was told (to) me.

Modaalverbid passiivis
Modal verbs in the passive voice

Kui aktiivlause öeldisfraas koosneb modaalverbist ja infinitiivist, tuleb aktiivlause passiivlauseks muutmisel lisada *be* pärast modaalverbi ning infinitiiv asendada mineviku kesksõnaga:

Active — Passive
$V_{mod} + V \rightarrow V_{mod} + be + V_{en}$

You **must shut** the door. →
The door **must be shut.**

You **ought to open** the window. →
The window **ought to be opened.**

He **should invite** you. →
You **should be invited.**

Eessõnalised, ühend- ja rühmverbid passiivis
Prepositional, phrasal and phrasal-prepositional verbs in the passive voice

Paljusid eessõnalisi, ühend- ja rühmverbe kasutatakse passiivis:

Eessõnalised verbid	Ühendverbid	Rühmverbid
deal with	bring up	look forward to
laugh at	call up	lose sight of
listen to	find out	make use of
look after	give up	put an end to
object to	make up	take advantage of
send for	put off	take care of
talk about jt.	see off jt.	take notice of

We shall deal with this problem later →
This problem **will be dealt with** later.

He called up the man. →
The man **was called up.**

We lost sight of the little house. →
The little house **was lost sight of.**

Exercise 1

Use the proper tense (active voice) of the verb given in brackets. Give the reasons for your choice.

1. My friend Peter (to buy) a new jacket last week. 2. People usually (to prefer) laughter to tears. 3. Our orchestra (to play) Mozart tonight. 4. The orchestra (to play) the first part of the sonata when I entered the hall. 5. The painters (to paint) the

house by next week. 6. Now he is happy again. They (to find) just his pet dog. 7. They (to translate) already the article when I offered them my dictionary. 8. Don't disturb them. They (to discuss) an interesting subject. 9. They (to plant) the apple trees by the beginning of November. 10. This is a beautiful monument. When they (to erect) it?

Exercise 2

Replace the verb in brackets by the appropriate tense form. Then practise the dialogues with your neighbour.

1. — Where on earth you (to be) all day? — I'm sorry I (to be) late. My kid sister (to be) ill and there (to be) so many people at the doctor's office. 2. — You (to do) your homework? — Not all of it. I (to do) what I could and (to leave) the rest. — Well, you'll have to do it before you (to go) to the University in the morning. 3. — She (to go) to the Crimea every year. — She (to go) there again? — Yes, I (to tell) you. She (to go) there two weeks ago. 4. — When you sleep at night, you (to sleep) on your side or on your back? — That (to be) a silly question. How should I know? — Well, my brother (to sleep) on his back and do you know what else he does? — No, what? — He (to snore)!

Exercise 3

Change the sentences below into the passive voice. If it is possible to make two different passive sentences, do so.

Model: They handed **us the tickets.**
The tickets were handed to us.
We were handed the tickets.

1. He put out the light. 2. They will give prizes to the winners. 3. The barber cut off her hair. 4. Mother bought me a pair of new shoes. 5. The guests gave the child a toy. 6. We shall send her a bunch of flowers. 7. John told us some jokes. 8. They have decorated the room. 9. A policeman showed them the way to Trafalgar Square. 10. The girls are still washing the windows. 12. The teacher had explained the problem to the students.

Exercise 4

Student A changes the statement into a **yes-no-question.**
Student B gives a negative response followed by an affirmative statement.

Model: The book **was written** by Mati Unt.
Was the book **written** by Mati Unt?
No, it wasn't. It **was written** by Arvo Valton.

1. The lesson is taught by Mr Lind. 2. The book will be published next year. 3. The telegram was delivered last night. 4. The vase had been broken by John. 5. The ticket has been returned by Mary. 6. The question is being considered now. 7. Your room was being cleaned by Linda.

Exercise 5

Student A changes the statement to a wh-question beginning each question with the question word given in brackets. Student B answers the question.

Model: America **was discovered** in 1492. (When)
When **was** America **discovered?**
America **was discovered** in 1492.

1. The child was finally found by the riverside. (Where) 2. The work will be completed next week. (When) 3. The novel has been written by Mats Traat. (By whom) 4. The mail is delivered at nine o'clock every day. (What time) 5. Our dog had been run over. (Whose) 6. A new house is being built in Anne Street. (What) 7. Our papers are marked by our teacher. (By whom) 8. The first year students had been invited. (Who) 9. A new song was being rehearsed when you entered the room. (When) 10. This work will have been finished by five o'clock. (By what time)

Exercise 6

Student A translates the sentence into English. Student B asks him «What did you say?» Student A answers the question. Student B asks a **how-long**-question. Student A answers the question.

Model: Seinu värvitakse.
A. The walls **are being painted.**
B. What did you say?

A. I said the walls **were being painted.**
B. How long **have they been painted?**
A. They **have been painted** since 10 o'clock (for two hours, etc.).

1. Üliõpilasi eksamineeritakse auditooriumis nr. 215. 2. Magnetofoni parandatakse praegu. 3. Minu sõpru helilindistatakse praegu keeltelaboratooriumis. 4. Meie teste parandatakse ikka veel. 5. Minu ema valmistab praegu lõunat.

Exercise 7

Turn the following into the passive voice.

Model: A pill **can cure** that disease.
That disease **can be cured** by a pill.

1. They cannot help us. 2. Students should not write in library books. 3. Can a group of amateurs perform «Hamlet»? 4. You can draw various conclusions. 5. We must remember this rule. 6. You may borrow this grammar book. 7. You must not separate this preposition from its verb. 8. You can easily burn cuffs over a Bunsen flame. 9. We can discuss this question next time. 10. They have to send it today. 11. They could see nothing. 12. You ought to help the old woman. 13. They may object to his proposal.

Exercise 8

Change the sentences below into the passive voice, omitting the agent.

Model: People **are talking about** her new dress.
Her new dress **is being talked about.**

1. Everyone looks up to Professor White. 2. They looked at these pictures every day. 3. The Assistant Dean will speak to the students who are failing. 4. We are waiting for the postman. 5. People have laughed at him for many years. 6. You pay for your purchases at the cash-register. 7. We shall deal with this problem at the next lesson. 8. Has anyone heard of the expedition? 9. The students listened to the lecturer with close attention. 10. People often ask for that book. 11. My room-mate is looking for the dictionary.

Exercise 9

Turn the following into the passive voice and provide a translation of the passive sentence into Estonian.

1. The students look forward to the holidays. 2. The sailors had lost sight of the shore. 3. We made use of the new grammar book. 4. They have not put an end to this foolish quarrel with George. 5. Some students will take advantage of the situation. 6. Our government takes care of old people. 7. The driver did not take notice of the traffic sign.

MODAALVERBID
MODAL VERBS

Modaalverbid väljendavad kõneleja suhtumist modaalverbile järgneva infinitiiviga väljendatud tegevusse või olukorda, näit.:

You **can/may** take it home. (*luba*)
Te võite selle koju viia.

He **must do** it. (*kohustus*)
Ta peab seda tegema.

Modaalverbidel on ainult mõned pöördelised muutevormid, mistõttu neid nimetatakse ka defektiivverbideks (puudulikeks verbideks).

Vormid
Forms

Jaatav	Eitav	Eitav lühivorm
can (olevik) could (minevik)	cannot could not	can't couldn't
may (olevik) might (minevik)	may not might not	mayn't (harv) mightn't
must	must not	mustn't
shall	shall not	shan't
should	should not	shouldn't
will, 'll	will not, 'll not	won't
would, 'd	would not, 'd not	wouldn't
ought to	ought not to	oughtn't to
need	need not	needn't
dare	dare not	daren't (harv)

Märkus. Verbe **be** ja **have** kasutatakse ka **modaalses** tähenduses.
Need ja **dare** esinevad ka täistähenduslike verbidena.

Modaalverbidel ei ole üldoleviku ainsuse 3. pöördes lõppu -s:

He **can** speak English.
She **must** read more.

Eitavad ja küsivad vormid üldolevikus ja üldminevikus moodustatakse ilma abiverbita *do*:

He **cannot** help you.
Must I go at once?

Modaalverbidele (va. *ought to*) järgneb põhiverb infinitiivivormis ilma partiklita *to*:

You **may take** that book.

Peale üldvormi (V) võib infinitiiv esineda ka kestvas (be + V_{ing}), perfekti (have + V_{en}) või perfekti kestvas vormis (have + been + V_{ing}):

She may **be doing** her lessons.
He may **have missed** his train.
She may **have been waiting** for an hour.

Tähendus
Meaning

Can (minevikus **could**) väljendab:

1. **Oskust, võimelisust** (vaimset ja füüsilist). **Märkus.** Puuduvate liitvormide asemel kasut. *be able to* (näit. I **will/shall be able to** + V).	She **can/could play** tennis. Ta oskab/oskas tennist mängida. **Can/could** you **lift** this box? Kas sa suudad/suutsid seda kasti tõsta? The patient **will be able to walk** in a few days. Patsient suudab paari päeva pärast käia.
2. **Luba, palvet (tähenduses «võima», «tohtima»), eitavas lauses ka keeldu.**	**Can/could** I **take** your pen? Kas ma võin/võiksin võtta sinu sulepea? (**May** I **take** ...? on formaalsem) You **cannot smoke** here. Te ei või/tohi siin suitsetada.
3. **Võimalikkust.** **Märkus.** *Could* + perfekti infinitiiv väljendab, et tegevust ei teostatud.	Anybody **can make** mistakes. Igaüks võib vigu teha / eksida. You **could have knocked** at the door. Sa oleksid võinud uksele koputada. This door **can be locked.** (*teoreetiline võimalikkus*) Seda ust saab lukku panna. Vrd. This door **may be locked.** (*tegelik võimalikkus*) Võimalik, et see uks on lukus.
4. **Ebakindlust, kahtlust, ebatõenäolisust** a) olevikus (**can/could** + üld- või kestev infinitiiv). b) minevikus (**can/could** + perfekti või perfekti kestev infinitiiv). **Märkus.** *Could* väljendab suuremat ebakindlust kui *can*.	**Can/could** it **be** true? Kas see tõesti on tõsi? **Can/could** she **be writing** a letter? Kas on võimalik, et ta kirjutab kirja? **Can/could** they **have missed** the bus? Yes, they **may/might have.** Kas on võimalik, et nad jäid bussist maha? — Jah on.

May/might väljendab:

1. Luba (be allowed to). **Märkus.** *May not* (harva *mayn't*) asemel kasutatakse sageli *mustn't/cannot* keelu väljendamiseks. Minevikus kasutatakse vormi *might*.	You **may/can take** it. (may on formaalsem kui *can*) You **may not/mustn't/cannot borrow** his car. Sa ei tohi/või laenata tema autot. **May** I smoke here? — No, you **mustn't/cannot/may not.** (He asked if he **might** smoke there.) Kas ma võin/tohin siin suitsetada? — Ei, te ei või/tohi.
2. Võimalikkust. (*Might* väljendab suuremat ebakindlust kui *may*.)	He **may** never **succeed.** Võimalik, et ta ei saavuta kunagi edu. What you say **might be** true. See mida sa ütled, võib olla tõsi. He **may/might/could have heard** it from Tom. Ta võis seda kuulda Tomilt. **Might/could** he **have made** a mistake? Kas ta võis vea teha?
3. Oletust (+ ebakindlus) a) oleviku kohta b) tuleviku kohta c) mineviku kohta (koos perfekti infinitiiviga). **Märkus.** *Might* eeldab suuremat ebakindlust ja kahtlust ning vähemat võimalikkust.	He **may/might be** ill. Võib-olla on ta haige. She **may/might be doing** her lessons. Võib-olla ta teeb praegu koduseid ülesandeid. She **may/might come** soon. Ta võib varsti tulla. He **may have missed his** train. Võib-olla jäi ta rongist maha.
4. Ettekeidet (*might*). Perfekti infinitiiv näitab, et tegevust ei toimunud.	You **might listen to** the radio more often. Sa võiksid sagedamini raadiot kuulata. She **might have helped** me. Ta oleks võinud mind aidata.

Must väljendab:

1. Kohustust, sundi, vajadust (kõneleja seisukohast lähtudes; = *be obliged to/have to*). **Märkus.** Eitavates lausetes kasut. *needn't, don't have to, not be obliged to* (vrd. *must not=not be allowed to*). Minevikus kasut. *had to*.	You **must attend** lectures every day. Te peate iga päev loenguil käima. Vrd. He **had to attend** lectures last year. Möödunud aastal oli tal vaja loenguil käia. **Must** I **go** there? No, you **needn't/don't have to/are not obliged to.** Kas ma pean sinna minema? Ei, sa ei pea/tarvitse/ole kohustatud.
2. Keeldu (eitavates lausetes). **Märkus.** Range keelu korral kasutatakse *be* vorme.	You **must not go** there. Teie ei tohi sinna minna. You **are not to smoke** here. Sa ei tohi siin suitsetada.
3. Tungivat soovitust (jaatavates ja eitavates lausetes).	You **must read** this article. Te peate (kindlasti) seda artiklit lugema. You **mustn't smoke** so much. Sa ei tohi nii palju suitsetada.
4. Oletust, suurt tõenäosust. **Märkus.** Mineviku kohta kasutatakse *must* + perfekti infinitiiv.	He **must be** home by now. Ta peaks nüüd juba kodus olema. She **must be** shopping. Ta peaks praegu sisseoste tegema. He **must have lost** his way. Ilmselt ta eksis teelt.

Have to väljendab:

Kohustust, sundi, vajadust (tingitud välistest asjaoludest; vrd. *must* — kõneleja seisukohast). **Märkus.** Verbil *have* on kõik vormid. Küsiv ja eitav vorm moodustatakse *do*-abil. *Have got to* esineb ainult olevikus.	I **have(got) to go** to this lecture. Ma pean sellele loengule minema. We **had to shout** into each other's ears. Meil tuli üksteisele kõrva karjuda. He **will have to** see his doctor. Tal tuleb arsti juurde minna. He **doesn't have to** go to school every day. Ta ei pea iga päev koolis käima. **Did** she **have to do** this? Kas ta pidi seda tegema?

Be (esineb olevikus ja minevikus) väljendab:

1. Kohustust või vajadust (tingitud kokkuleppest; kasutatakse jaatavais ja küsivais lauseis).	**We are to meet** in the main building. Me peame kohtuma peahoones. They **were to go** to the theatre. Nad pidid teatrisse minema. Who **was to make** the report? Kes pidi ettekande tegema?
2. Käsku või korraldust (jaatavais ja eitavais lausetes).	He said we **were to go.** Ta ütles, et me peame minema. You **are not to touch** it. Sa ei tohi seda puudutada.
3. Võimalikkust (*to be* + passiivi infinitiiv kõigis lausetüüpides).	This book **is to be found** in every library. Seda raamatut võib leida igast raamatukogust. Where **is** this book **to be found?** Kust võib seda raamatut leida? She **was not to be seen** anywhere. Teda ei olnud kusagil näha.

Shall väljendab:

1. Lubadust, kavatsust (küsilausete 1. pöördes pärib juhtnööre).	I **shan't be** long. Ma ei jää kauaks. We **shall let** you know **our** decision. Me teatame teile oma otsusest. **Shall** I **open** the window? Kas ma avan akna?
2. Käsku, hoiatust, ähvardust, lubadust (2. ja 3. pöördes).	You **shall do** as they say. Sa teed nii, nagu nemad ütlevad. The dog **shall be punished.** Koer saab karistada. They **shall get** their money. Nad saavad oma raha kindlasti kätte.

Should väljendab:

Kohustust, loogilist vajadust, nõuannet, soovitust, arvamust (= *ought to*, kuid mitte nii formaalne). **Märkus.** *Should* + perfekti infinitiiv viitab tegevusele minevikus.	You **should do** as he says. Sa peaksid tegema nii, nagu tema ütleb. You **should not talk** so much. Sa ei peaks nii palju rääkima. She **should have reached** the station by now. Nüüd on ta tõenäoliselt juba jaama jõudnud. They **shouldn't have waited** so long. Nad ei oleks pidanud nii kaua ootama.

Ought to väljendab:

Moraalset kohustust, tagasihoidlikku soovitust, arvamust, loogilist vajadust, nõuannet, (vrd. ka **should, must** ja **have to.** **Ought to** ja **should** on vähem kategoorilised kui **must** ja **have to**).	You **ought to/should go** at once. Sa peaksid kohe minema. You **oughtn't to/shouldn't do** it. Sa ei peaks seda tegema. She **ought to/should be** here by now. Ta peaks juba siin olema. **Should** he really **go?** Kas ta tõesti peab minema? You **ought to/should have done** it **yesterday.** Sa oleksid pidanud seda eile tegema.

Will väljendab:

1. Tahet, kavatsust.	I **will** never **do** it. Ma ei tee seda iialgi. We **won't be** late. Me ei jää hiljaks.
2. Viisakat ettepanekut, palvet. (2. pöördes kasutatakse veelgi viisakamaks pöördumiseks *would*.)	**Will/would** you **open** the window? Kas te ei avaks akna?
3. Eeldamist, oletust, harjumuspärast tegevust (3. pöördes).	The lesson **will/must be** over by now. Tund peaks nüüd lõppenud olema. Oil **will float** on water. Õli ujub vee peal (ka üldolevik — **floats**). She'll (always) **talk** for hours if you give her the chance. Ta räägib/võib rääkida tundide kaupa, kui sa talle võimaluse annad.

Would väljendab:

1. Kindlat tahet, soovi, valmisolekut (minevikus, tingivas kõneviisis), **millegi juurde kindlaksjäämist.**	It's your own fault, you **would take** her with you. See on su oma süü. Sina tahtsid teda kaasa võtta. He **would help** me at any time. Ta aitaks mind igal ajal.
2. Viisakat ettepanekut, palvet (2. pöördes; vrd. *will*).	**Would** you **pass** me the sugar? Kas te ei ulataks mulle suhkrut?
3. Tõenäosust (olevikus).	That **would be** his sister. See on ilmselt tema õde.
4. Harjumuspärast tegevust (minevikus).	Every morning she **would drink** coffee. Tal oli kombeks juua kohvi igal hommikul (ka lihtminevik — *used to drink*).

Need väljendab:

Vajadust (peamiselt eitavates ja **küsilausetes; minevikule viitab** perfekti infinitiiv).	You **needn't worry** about it. Teil ei tarvitse selle pärast muretseda.
Märkus. *Need* võib esineda ka tavalise verbina, sel juhul on oleviku ainsuse 3. pöördes **-s**, küsiv ja eitav vorm abiverbidega.	**Need I answer** that question? Kas ma pean sellele küsimusele vastama?
	They **needn't have come** so early. Neil poleks olnud vaja nii vara tulla.

Dare väljendab:

Julgust midagi teha (peamiselt eitavates ja küsilausetes).	He **dare not do** that. Ta ei julge seda teha.
Märkus. *Dare* võib esineda ka tavalise verbina, näit. He **doesn't dare** (to) do that. **Do you dare** (to) climb that rock?	**Dare** you **climb** that rock? Kas sa julged selle kalju otsa ronida?
	How **dare** you **say** such a thing? Kuidas sa julged niisugust asja öelda?

Exercise 1

Explain the meaning of **may** and **can** in the following sentences.
Translate the sentences into Estonian.

1. Perhaps you can give another example. 2. He may buy a portable TV set some day. 3. If the weather is good, I may go tomorrow. 4. You may go swimming here if you like. 5. She can play the guitar. 6. Can I take my dog with me? 7. Can I use your telephone? 8. You may park your car here. 9. You can put up your tent here, if you wish. 10. It may rain today.

Exercise 2

Make a statement about your ability to perform some activity in the past. Use could + infinitive in each sentence.

Model: When I was five years old...
When I was five years old **I could read** already.

1. When he visited London ... 2. Three years ago ... 3. Before I finished secondary school ... 4. When I entered the University ... 5. When I finished my first semester at the University ... 6. Last summer ... 7. When he was younger ... 8. When she was eighteen ...

Exercise 3

Change the sentences to express
a) improbability (Ei ole võimalik, et... / Ei või olla, et...)
b) uncertainty, doubt (Kas on võimalik, et / Kas tõesti...?)
c) possibility (On võimalik, et ... jms).
Use can/could + infinitive or perfect (continuous) infinitive in each sentence.

Pay attention to the tense forms used in the sentences below.

Model: They have six children.
They **cannot have...**
Can they have...?
They can have...

1. He speaks German fluently. 2. The old man is blind. 3. She lived in the country. 4. He is telling a lie. 5. Mary has fallen ill. 6. They have been waiting for two hours. 7. The doctor refused to help him.

Exercise 4

Change the sentences to express possibility or supposition. Use may/might + infinitive/perfect (continuous) infinitive (Võimalik, et.../Võib-olla...) in each sentence.

Model: He is ill.
He **may be** ill.

It was true.
It may/might have been true.

1. He is right, of course. 2. She leaves tomorrow. 3. There was no chance for her. 4. The Dean will not permit it. 5. The noise irritated him. 6. The doctors are doing something to his ears. 7. They have been waiting for their turn for years.

Exercise 5

Respond to the following statements by making a conclusion. Use **must be** and the words *parents, uncle, aunt, grandfather, grandmother, sister, nephew, niece, brother-in-law, sister-in-law.*

Model: He's my mother's father.
Then he **must be** your grandfather!

1. He's my father's father. 2. She's my mother's mother. 3. He's my brother's brother. 4. They're my mother and my father. 5. She's my sister's sister. 6. He's my mother's brother. 7. They're my brother's sons. 8. He's my sister's husband. 9. She's my brother's wife. 10. They're my brother's daughters. 11. She's my mother's sister.

Exercise 6

Make conclusions about the following past statements. Use must + perfect infinitive with the words given in brackets.

Model: He could not hear a word. (to be deaf)·
He **must have been** deaf.

1. He failed his exam. (to be very unlucky) 2. She passed her exam. (to work hard) 3. I had many friends at school. (to be very popular) 4. He was good at math. (to like it) 5. She spent a year in England. (to be very happy) 6. I was very tired yesterday. (to work very hard) 7. I was always first in class. (to be very clever)

Exercise 7

Rewrite the following sentences, using must + continuous infinitive or perfect continuous infinitive.

Model: It is probably raining. It **must be raining.**
It was probably raining. It **must have been raining.**

1. She is probably waiting in the hall. 2. The family was probably eating lunch. 3. They are probably saving for a car. 4. The doctor was probably examining the patient. 5. It is probably snowing. 6. He was probably watching TV. 7. They are probably working in the garden.

Exercise 8

Give another way of saying each of the following. Then make your sentences interrogative and negative.

Model: He must help me.
He has to help me.
Does he have to help me?
He does not have to help me.

1. We must go there. 2. You must hurry if you want to watch that programme. 3. We must be there by eight. 4. You must hand in your written assignment today. 5. They must change trains at Tapa. 6. You must come to class in time. 7. We must thank them for their invitation.

Exercise 9

Change have to have got in the following sentences.

Model: You have to rewrite the letter.
You have got to rewrite the letter.

1. You have to carry this parcel by yourself. 2. You have to take good care of the child while I am away. 3. We have to support him. 4. They have to get rid of the old car. 5. You have to make up your mind about that. 6. We have to go to this lecture.

Exercise 10

Change the following sentences to the past. Then make your sentences interrogative and negative.

Model: You must take the 7:30 bus.
You **had to take...**
Did you have to take...?
You **did not have to take...**

1. You must take two exams. 2. John must work until five o'clock. 3. We must hand in our written assignment every week. 4. You must see the Assistant Dean in the afternoon. 5. We must prepare for every class. 6. That boy must practise the piano every day. 7. We must water this cactus every month.

Exercise 11

Write five sentences stating things that you must not do because they are prohibited and five sentences stating things that you do not have to do because they are not necessary.

Model: We **mustn't smoke** in the lecture-room.
We **don't have to do** all exercises in written form.

Exercise 12

Make the following sentences interrogative as shown in the model.

Model: You **are to come back** at once.
Who **is to come back** at once?

1. You are not to ask such questions. 2. They are to arrive tomorrow. 3. They were to go to the doctor's. 4. She was to keep an eye on the baby. 5. You were to stay outside. 6. We are to take notes at the lecture. 7. He was to make the report.

Exercise 13

Point out the modal verbs and comment on their meaning. Then translate the sentences into Estonian.

1. He could remember it easily. 2. You can give the child a candy. 3. You are not to miss any lecture. 4. She feared that he might change his mind. 5. He could hear them shouting. 6. I can't stand him any longer. 7. You can go in now. 8. I can do it as well as anybody. 9. She might have thought of it earlier. 10. The doctor must have been a real expert. 11. I may have misunderstood you. 12. He must be at least sixty. 13. He can't be anything like as old as that.

Exercise 14

Translate into English using modal verbs whenever possible.

1. Ta ei kuulnud koputust. — Siis pidi ta küll kurt (deaf) olema. 2. Ta ei kuulnud müra. — Võib-olla oli ta kurt. 3. Sa oleksid võinud natuke varem tulla. 4. Teil on palavik (have a fever). Te

peate kindlasti aspiriini (aspirin) võtma. 5. Kas nad pidid lapse arsti juurde viima? 6. Kas ma võin teiega kaasa tulla? Ei, sa ei või. 7. Ei ole võimalik, et ta on haige. 8. Uks võis lukus olla. 9. Pidu pidi algama kell kaheksa. 10. Kas on võimalik, et ta seda ütles?

Exercise 15

Say what might have happened for these situations. Use may + perfect infinitive.

Model: **The bottle was shaking in his hand.**
He may have been nervous.

1. The lions were roaring in the jungle. 2. Her left hand was bleeding (veritsema). 3. The dog was barking furiously. 4. His face grew red. 5. They had to shout into each other's ears. 6. The dog started to chase (taga ajama) the cat. 7. She spilt some milk on the carpet. 8. They allowed the child to do everything. 9. She refused to see him. 10. He took the wallet (rahatasku) out of his pocket.

Exercise 16

Make sentences with **Shall I...?** (offer) and **Shall we...?** (suggestion for the following situations).

Model: **You see an old woman carrying a heavy bag. What do you say?**
Shall I carry that bag for you?
You and your friends are studying the modal verbs. You are tired, what do you say?
Shall we have a break?

1. Your teacher is carrying a tape-recorder. 2. It is lunch-time and three students want to eat somewhere in town. One of them has an idea. 3. Jack and Jill want to go out somewhere. Jack has an idea. 4. You are having a lecture. It is very warm in the lecture room. You sit close to the window. 5. You and your friends are thirsty. You have an idea. 6. Your friend cannot do an exercise. You want to help him.

Exercise 17

Translate into English using the modal verb **shall** to express intention.

1. Me ei jää kauaks. 2. Ma uurin välja, mis tema hobi on. 3. Me teatame talle (let him know) oma otsusest. 4. Ma näitan teile kunagi oma margikogu (stamp collection). 5. Me ostame selle tolmuimeja (vacuum cleaner). 6. Ma küpsetan teile piruka (pie) õhtusöögiks.

Exercise 18

Respond to the statements by giving advice or making a recommendation, using **should/ought to** with a suitable infinitive form.

Model: I haven't read this book.
You should (ought to) read it.
He failed his exam.
He should (ought to) have worked harder.

1. You're always late for lectures! 2. John is terribly overweight. 3. Someone has stolen my wallet. 4. The rain is coming through the roof. 5. You're spending your holidays in Spain next summer. 6. Jane got terribly sunburnt yesterday. 7. She reads very little. 8. We all got soaked (saime üleni märjaks) in yesterday's downpour. 9. Our train leaves in a few minutes. 10. I've got toothache.

Exercise 19

Disapprove of the following.

Model: Help me with the dinner.
Why should I help you?
You didn't help me with the dinner.
Why should I have helped you?

1. Try to please him. 2. You didn't invite him to lunch. 3. Why didn't you punish the dog? 4. You don't like cats. 5. She doesn't love you. 6. You should have talked about the weather. 7. She should see our new house. 8. Why didn't you leave a note? 9. Why didn't you call at his office?

Exercise 20

Rewrite the following sentences, using **will.**

Model: Mr Brown **is not willing to drink** sherry.
Mr Brown **will not drink** sherry.

1. George says he does not wish to come. 2. We are not willing to do this exercise in written form. 3. Kate does not wish to paint her eyelashes. 4. The Dean is not willing to sign the application (avaldus). 5. Mary says Jim does not wish to come before eight. 6. She is not willing to cook every day.

Exercise 21

Explain what meaning lies behind the use of **will ('ll)** in the following sentences. Then translate the sentences into Estonian.

1. It's no good phoning him at his office. He'll be on his way home now. 2. Why will you ask such stupid questions? 3. You'll do as you're told. 4. The meeting will begin at 7 o'clock. 5. The Queen will not be present at the opening of the Parliament this year. 6. This will be the café they recommended to us. 7. The concert will be over by now.

Exercise 22

State whether the situation refers to the present or to the past. Translate the sentences into Estonian.

1. You needn't worry about your dinner. 2. He needn't have worried about the dog. 3. You needn't go into details. 4. They needn't have copied the whole text. 5. You needn't attend the consultation. 6. He needn't have told her about it. 7. You needn't have come, we would have managed by ourselves.

Exercise 23

What needn't have happened in these situations?

1. The dinner was prepared by 6 o'clock. The guests arrived at 7 o'clock. 2. They had beautiful oak furniture. They bought new furniture. 3. All the trees on the construction site were cut down. The new house took up only part of the site. 4. The apples were sent by air. Nobody was interested in buying apples at that time. 5. Why did you buy so much food? There's plenty of food in the fridge (külmkapp). 6. You frightened the dog. The dog was not going to bite you.

Exercise 24

Turn the following statements into questions using **need** and **do/does ... have to**. Let your friend answer the questions.

Model: You must copy this text.
Need I copy this text? Yes, I'm afraid you **must.**
Do I have to ...? Yes, I'm afraid you **have to.**

1. You must be back by ten o'clock. 2. He must go now. 3. She must answer this letter herself. 4. They must solve this problem today. 5. You must ring her up. 6. You must go there in the afternoon. 7. Everybody must come.

Exercise 25

Use **should, need** or **have** and the proper form of the infinitive.

1. It was Sunday, and I (not to go) to the University. 2. You (not to sleep) with the window open, now you have a head cold (nohu). 3. You (not to worry), there's something else we can have for lunch. 4. You (not to buy) bread, I told you I can buy it myself. 5. You (not to tease) the dog, now your trouser leg is torn. 6. She (not to put on) her raincoat because it had stopped raining. 7. You (not to talk back) to your teacher. 8. You (not to put) so much salt into the soup, now nobody can eat it.

Exercise 26

Pay attention to the use of **dare** in the following sentences. Translate the sentences into Estonian. Then make up sentences of your own with **dare.**

1. He doesn't dare (to) say anything. 2. Did he dare (to) criticize us? 3. Dare we interrupt? 4. They dared not move. 5. Nobody dared (to) speak. 6. I daresay (idiomatic meaning = suppose) there'll be a restaurant car on the train. 7. How dare you open my letters? 8. How dared he complain?

Exercise 27

Translate into English using the modal verbs **shall, should, will, would, need, dare.**

1. Nemad julgevad öelda, et mina lõhkusin akna! 2. Uks ei taha avaneda. 3. Sa teed nii, nagu mina soovin. 4. Sa külmetud, kui sa lähed õue mütsita. 5. Kas ma oleksin pidanud tulema varem? 6. Ta ei tarvitse talle seda öelda. 7. Kas te laenaksite (lend) mulle oma sõnaraamatut? 8. Tal oli kombeks laenata (borrow) minu asju ilma küsimata. 9. Kas ma avan akna?

SUBJUNKTIIV
THE SUBJUNCTIVE MOOD

Inglise keeles on kolm kõneviisi:

1. **kindel kõneviis** (the indicative mood):
   The sun rises in the east.
   Päike tõuseb idast.
2. **käskiv kõneviis** (the imperative mood):
   Open the window.
   Ava aken!
3. **subjunktiiv** (the subjunctive mood).*
   Verbi tarvitatakse subjunktiivis, kui tahetakse väljendada tegevuse või olukorra ebareaalsust või kaheldavust, kui seda tegevust või olukorda peetakse soovitavaks jms. Subjunktiivil on 4 vormi: subjunktiiv I, subjunktiiv II, konditsionaal ja supositsionaal.

Subjunktiiv I
Subjunctive I

Subjunktiiv I langeb vormilt ühte infinitiiviga. Tal ei ole ajavorme — üht ja sama vormi kasutatakse nii olevikus, minevikus kui ka tulevikus.

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* Tinglikult võiks inglise subjunktiivi võrrelda eesti tingiva kõneviisiga, kuid oma sisult on see viimasest palju laiem, mistõttu käesolevas õpikus on jäädud termini «subjunktiiv» juurde.

Subjunktiiv I väljendab käsku, ettepanekut, palvet, soovi, oletust jms.:

The teacher orders/ordered/will order that all **be** present.
Õpetaja käsib/käskis, et kõik oleksid kohal.

Subjunktiiv I on tavalisem inglise keele ameerika variandis kui briti inglise keeles, kus ta esineb peamiselt ametlikus ehk nn. kõrgkeeles (formaalses stiilis): ametlikes dokumentides, luules ja loosungites.

The chairman moved that the meeting **begin** at once.
Koosoleku juhataja tegi ettepaneku, et koosolek algaks kohe.

Soovi väljendamiseks kasutatakse ka modaalfraasi **may** + **V**:

May he never **know** sorrow!
Et ta ei tunneks kunagi kurbust!

Subjunktiivi I kasutatakse sageli *that*-kõrvallauses, kui pealause verb väljendab ettepanekut, (tungivat) nõuet jms.:

Pealause Main clause		**Kõrvallause** Subordinate clause	
We	move suggest demand require insist	that	he **do** it. ... ta teeks seda.

Mitteametlikus ja kõnekeeles asendatakse subjunktiiv I tavaliselt teiste konstruktsioonidega, näit. ühendiga *should* + *infinitiiv* (=oleviku supositsionaal), *for-to-infinitiivi* või *modaalfraasidega*:

It is necessary that every student **inform/should inform** himself of these rules.
On vaja, et iga üliõpilane teeks endale need reeglid selgeks.
It is necessary **for** every student **to inform** himself of these rules.

Whoever you **be/may be**, you have no right to say it.
Kes te ka ei oleks, teil ei ole õigust seda öelda.

Subjunktiiv II
Subjunctive II

Subjunktiiv II abil kujutatakse mingit tegevust või olukorda ebareaalsena. Tal on 2 vormi: olevikuvorm ja minevikuvorm.

Subjunktiivi II olevikuvormid (the present subjunctive II) langevad ühte üldmineviku või kestva mineviku vormidega, va.

verb *be*, mis formaalses stiilis piirdub ühe vormiga — *were* (kõnekeeles *was/were*).

Subjunktiiv II olevikuvorme kasutatakse, kui viidatakse olevikule või tulevikule:

I wish **I lived** in Tartu.
Ma soovin, et ma elaksin Tartus.

I wish he **was coming** with us.
Ma soovin, et ta tuleks meiega.

I wish I **were/was** younger.
Ma soovin, et ma oleksin noorem.

Subjunktiivi II minevikuvormid (the past subjunctive II) langevad ühte täismineviku või kestva täismineviku vormidega ja neid kasutatakse, kui viidatakse minevikule:

I wish he **had visited** me too.
Ma soovin, et ta oleks ka mind külastanud.

I wish she **had not been sleeping** then.
Ma soovin, et ta ei oleks siis maganud.

Subjunktiiv II väljendab:

1) soovitust (teatud väljendites):

You **had better** take the taxi.
Teil oleks parem taksoga minna.

2) eelistamist (teatud väljendites):

May I go on? — I **had (I'd) rather/sooner** you didn't.
Kas ma võin jätkata? — Ma eelistaksin, et te ei jätkaks.

Märkus. Would rather/sooner on tavalisem: **I would rather (=I'd rather)** ...

3) soovi, kahetsust (pärast *if only, oh if, oh that*):

If only it **did not rain!**
Kui ainult vihma ei sajaks!

Oh, if she **had taken** my advice!
Oh, kui ta oleks minu nõuannet kuulda võtnud!

Oh, that I **were** an artist!
Oh, kui ma oleksin kunstnik!

4) ebareaalset tingimust (tingimuslauseis):

If you **listened/had listened** carefully, you would understand/would have understood him.
Kui sa kuulaksid/oleksid kuulanud hoolega, saaksid sa/oleksid sa saanud temast aru.

Konditsionaal
The conditional

Konditsionaal väljendab ebareaalset, tõenäolist, soovitavat jms. tegevust. Tal on 2 vormi — olevikuvorm ja minevikuvorm.

Konditsionaali olevikuvorm (the present conditional) koosneb abiverbidest *should/would* ja põhiverbi üld- (või kestvast) infinitiivist (vt. ka Infinitiiv). Olevikuvorm viitab olevikule või tulevikule.

Konditsionaali minevikuvorm (the past conditional) koosneb abiverbidest *should/would* ja põhiverbi perfekti (või kestva perfekti) infinitiivist. Minevikuvorm viitab minevikule.

Mõlemas konditsionaali vormis võivad *should/would* asemel esineda modaalverbid *could/might*:

olevik/tulevik	should/would/could/might + V / be + V_{ing}
minevik	should/would/could/might + have + V_{en} / have + been + V_{ing}

Konditsionaali kasutatakse:

1. Lihtlausetes:

   I **should/would like** to meet him.
   Ma tahaksin temaga kohtuda.

   We **could go** there together.
   Me võiksime sinna minna koos.

   They **might join** us.
   Nad võiksid meiega ühineda.

   I **should would have liked** to see that film.
   Ma oleksin tahtnud seda filmi näha.

   He **might have learned** to drive a car.
   Ta oleks võinud õppida autot juhtima.

2. Põimlause pealauses, mille kõrvallauseks on ebareaalne tingimusmääruslause, kus kasutatakse subjunktiivi II:

   If I were on holiday I **would/might be touring** France too. (2. tüüp)
   Kui mul oleks puhkus, ma reisiksin/võib-olla reisiksin ka Prantsusmaale.

   If he tried again, he **would/might succeed.** (2. tüüp)
   Kui ta katsuks uuesti, oleks tal edu/võiks tal edu olla.

   If he had tried again, he **would/might have succeeded.** (3. tüüp)
   Kui ta oleks uuesti katsunud, oleks tal edu olnud/võinuks tal edu olla.

3. *but for* (mis väljendab eitavat tingimust) ja *otherwise* (muidu) järel:

   But for the rain we **would/might go** for a walk.
   Kui vihma ei sajaks, me läheksime/võiksime minna jalutama.

   I am tired. **Otherwise** we **could/might/would go** for a stroll.
   Ma olen väsinud, muidu võiksime jalutama minna/läheksime jalutama.

Supositsionaal
The suppositional

Supositsionaal väljendab küsitavat, kaheldavat tegevust, mis ei tarvitse siiski olla reaalsusega vastuolus. Tegevuse toimumine võib küll oleneda teatud asjaoludest, kuid viimased ei vastandu tegelikkusele. Supositsionaalil on 2 vormi — olevikuvorm ja minevikuvorm. Olevikuvorm (the present suppositional) moodustatakse abiverbi *should* (kõigis pööretes) ja põhiverbi üld- (või kestva) infinitiivi abil.

Minevikuvorm (the past suppositional) moodustatakse abiverbi *should* (kõigis pööretes) ja põhiverbi perfekti (või kestva perfekti) infinitiivi abil:

olevikuvorm	should + V / be + V_{ing}
minevikuvorm	should + have + V_{en} / have + been + V_{ing}

I suggest that they **should take** a taxi.
Ma teen ettepaneku, et nad sõidaksid taksoga.

It is only natural that they **should have taken** a taxi.
On loomulik, et nad sõitsid taksoga.

Supositsionaalil on mitu kasutusviisi. Teda kasutatakse väljendamaks vajadust, käsku, ettepanekut, soovitust, oletust jms. Samuti kasutatakse teda tingimuslausetes märkimaks tegevust, mis tõenäoliselt ei toimu.

If the lift **should stop,** press the button.
Should the lift **stop,** press the button.
Kui lift peaks seisma jääma, vajuta nupule.

SUBJUNKTIIVI KASUTAMINE PÕIMLAUSEIS
THE USE OF THE SUBJUNCTIVE MOOD IN COMPLEX SENTENCES

Mõnede põimlausete struktuur nõuab subjunktiivi või modaalfraasi kasutamist.

Aluslaused
Subject clauses

Supositsionaali olevikuvormi või subjunktiivi I kasutatakse aluslauseis «*It* is necessary»-tüüpi pealausega samaaegse või tulevikus toimuva tegevuse väljendamiseks:

It	is/was/will be	necessary important strange (im)possible advisable requested demanded advisable arranged ordered	that	sb **should do/do** sth

It is necessary that you **should help/help** me.
On vaja, et sa aitaksid mind.

Eitavates ja küsilausetes kasutatakse ainult supositsionaali:

It was requested that the visitors **should not smoke.**
Paluti, et külalised ei suitsetaks.

Is it possible that she **should understand** it?
Kas on võimalik, et ta sellest aru saab?

Väljenditega *It is possible/probable/likely* kasutatakse jaatavais lauseis modaalfraasi **may + V / have + V**$_{en}$:

It is possible that he **may be** late.
On võimalik, et ta hilineb.

It is possible that she **may have lost** her key.
On tõenäoline, et ta võis võtme kaotada.

Sihitislaused
Object clauses

1. Supositsionaali olevikuvormi või subjunktiivi I kasutatakse, kui pealause verb väljendab ettepanekut, nõuet, palvet, käsku jms.:

She	suggests/suggested/will suggest proposes demands insists requests orders	that	sb **should do/do** sth

She suggests that we **should postpone/ postpone** the meeting.
Ta teeb ettepaneku, et me lükkaksime koosoleku edasi.

2. Supositsionaali olevikku või minevikku ja subjunktiivi I kasutatakse järgmiste konstruktsioonide järel:

I She They	consider/considered it natural feels/felt it important find/found it curious	that	sb **should do/do** sth sb **should have done** sth

She felt it important that I **should do/do** it myself.
Ta pidas oluliseks, et ma seda ise teeksin.

They found it curious that she **should have given up** her studies.
Neile tundus imelik, et ta oli oma õpingud katkestanud.

3. Supositsionaali olevikku kasutatakse sidesõna *lest* järel, kui pealause öeldiseks on kartust, muret väljendav verb:

I	fear/feared am/was afraid	lest	sb **should do** sth

I was afraid lest he **should fail** the exam.
Ma kartsin, et kas ta mitte eksamil läbi ei kuku.

Märkus. Kõnekeeles kasutatakse harilikult modaalfraase **(may / might, can / could + V / have + V**$_{en}$**):**

I'm afraid she **may / might fail** her exam.
Ma kardan, et ta võib eksamil läbi kukkuda.

4. Subjunktiivi II oleviku- või minevikuvormi kasutatakse, kui pealause öeldisverbiks on *wish*. Kui sihitislause tegevus on samaaegne pealause tegevusega, kasutatakse olevikuvormi, eelneva tegevuse tähistamiseks aga minevikuvormi:

I	wish wished shall wish	sb **did** sth sb **was/were doing** sth sb **had done** sth

I wish I **were** younger.
Ma soovin, et ma oleksin noorem.

She wished she **was wearing** an evening dress.
Ta soovis, et ta kannaks õhtukleiti.

You'll wish you **had listened** to me.
Sa (veel) soovid, et sa oleksid mind kuulanud.

Märkus. Sageli kasutatakse verbi **wish** järel modaalfraase could/might + V / have + V_{en}:

I wish I might go / have gone there.
Ma soovin, et ma võiksin/oleksin võinud sinna minna.

Öeldistäidelaused
Predicative clauses

1. Supositsionaali olevikku või subjunktiivi I kasutatakse, kui pealause aluseks on abstraktne nimisõna *wish, aim, idea* jt.:

Her	wish aim idea order demand	is/was/will be	that	sb **should do** sth

His wish is that I **should take/take** her to the cinema.
Ta soov on, et ma viiksin ta kinno.

2. Subjunktiivi II oleviku- või minevikuvormi kasutatakse sidesõnade *as if, as though* järel. Pealause sideverbiks võivad olla *be, feel, look* jt.:

sb/sth	is/was feels/felt looks/looked	as if as though	sb **did** sth sb **had done** sth

It was as if she **were/was disappointed.**
Näis, nagu oleks ta pettunud.

She looked as if she **had been betrayed.**
Ta nägi välja, nagu oleks teda reedetud.

Täiendlaused
Attributive clauses

1. Supositsionaali olevikuvormi kasutatakse täiendlausetes, mis laiendavad nimisõnu *wish, aim, idea* jt. pealauses:
She told me about her wish that I **should visit** her.
Ta rääkis mulle oma soovist, et ma külastaksin teda.
Kuid vrd.: She wishes I **were able** to visit her.

2. Subjunktiivi II olevikuvormi kasutatakse täiendlausetes, mis laiendavad nimisõna *time* pealauses: **It is time, It is high time, It is about time:**

It is time we **went** home.
On aeg, et me läheksime koju.

It is high time you **phoned** her.
On viimane aeg, et sa talle helistaksid.

Võrdlus- ja viisimääruslaused
Adverbial clauses of comparison or manner

Subjunktiivi II oleviku- või minevikuvormi kasutatakse sidesõnade *as if, as though* järel:

She behaved as if she **were** a grown-up.
Ta käitus, nagu oleks ta täiskasvanu.

We spoke as if nothing **had happened.**
Me rääkisime, nagu poleks midagi juhtunud.

Aja- ja kohamääruslaused
Adverbial clauses of time and place

Lausetes, mis algavad sidesõnaga *whenever, wherever*, kasutatakse tavaliselt modaalfraasi **may/might + V:**

Whenever you **may/might come**, you are welcome.
Millal sa ka ei tuleks, sa oled alati teretulnud.

Wherever I **may/might meet** him, he is always grumbling.
Kus ma teda ka ei kohtaks, ta toriseb alatasa.

Mööndusmääruslaused
Adverbial clauses of concession

1. Lausetes, mis algavad sõnadega *though, although, however, whatever, whoever, no matter* jt., kasutatakse tavaliselt modaalfraasi **may/might + V:**

Though she **may/might be** a teenager, she looks older.
Kuigi ta võib olla teismeline, näeb ta vanem välja.

2. Sidesõnade *even if, even though* järel kasutatakse subjunktiiv II olevikku või minevikku. Kui viide on tulevikule, kasutatakse supositsionaali olevikku. Pealauses kasutatakse konditsionaali:

Even if I **gave/had given** her the book, she would not read it/she would not have read it.
Isegi kui ma annaksin / oleksin andnud talle raamatu, ta ei loeks seda / ta ei oleks seda lugenud.

Even though she **should be** sick, she wouldn't show it.
Isegi kui tal läheks süda pahaks, ei näitaks ta seda.

Otstarbemääruslaused
Adverbial clauses of purpose

1. Sidesõnade *that, so that, in order that* järel kasutatakse modaalfraase **may/might, can/could** + **V** või supositsionaali olevikku. Kui pealause viitab olevikule või tulevikule, võib kasutada **may/might** või **can/could**, kui minevikule, siis ainult **might/could:**

   Sit closer to me so that I **could/should hear** you better.
   Istu mulle lähemale, et ma kuuleksin sind paremini.

   I gave him my address so that he **might/could write** to me.
   Ma andsin talle oma aadressi, et ta saaks mulle kirjutada.

2. Sidesõna *lest* järel kasutatakse tavaliselt supositsionaali olevikku:

   He wrote down my address lest he **should forget** it.
   Ta kirjutas mu aadressi üles, et ta seda ei unustaks.

Exercise 1

Replace the infinitives in brackets by subjunctive I. Then translate your sentences into Estonian.

Model: I suggest we (to postpone) the meeting.
I suggest we **postpone** the meeting.
Ma panen ette, et me lükkaksime koosoleku edasi.

1. He insists that I (to stay) overnight. 2. They requested that we (to sit down) and (to have) a cup of tea. 3. Jane suggested that we (to go) to the supermarket. 4. I suggest that we (to start) right away. 5. She demands that you (to do) it now. 6. Probably she will move that the meeting (to be) adjourned.

Exercise 2

Change the underlined words into an object clause as shown in the model. Then translate your sentences into Estonian.

Model: He wants me to see this film.
He suggests that I see this film.

1. He told me to drive carefully. He urged (nõudis tungivalt) that ... 2. The teacher made me answer the question. The teacher

demanded that ... 3. The hostess urged us all to stay for dinner. The hostess urged that ... 4. My mother wants me to learn shorthand. My mother suggests that ... 5. The policeman told the men to move on. The policeman ordered that ... 6. He asked his sister to cook lunch. He asked that ...

Exercise 3

Complete the following sentences by using subjunctive I.

Model: It is necessary that...
It is necessary that he **wait** for me.

1. It is important that ... 2. It was desirable that ... 3. It was requested that ... 4. It is advisable that ... 5. It is demanded that ... 6. It will be ordered that ... 7. It is necessary that ... 8. It was arranged that ...

Exercise 4

Translate into English using subjunctive I in each sentence.

1. Meie giid tegi ettepaneku, et me läheksime muuseumi. 2. Ma teen ettepaneku alata kohe. 3. Ta tegi ettepaneku, et sööksime lõunat restoranis. 4. Koosoleku juhataja tegi ettepaneku, et koosolek lõpeks kell kuus. 5. Arstid soovitavad, et ma jätaksin suitsetamise maha. 6. Õpetaja käskis, et kõik avaksid raamatud. 7. On vaja, et te õpiksite regulaarselt.

Exercise 5

Say whether the verbs in the following are in the indicative or in the subjunctive mood. Then translate the sentences into Estonian.

1. I wish it were 2 o'clock. 2. You had better go on foot. 3. Oh, that I were younger! 4. He will come if you ask him. 5. He would come if you asked him. 6. I propose that we leave at once. 7. Had I known, I would not have asked. 8. He said he would come in the afternoon. 9. I should like to be there.

Exercise 6

Change the following sentences into sentences beginning I wish + subject + present or past subjunctive II.

Model: I am very sorry I don't know French.
I wish I knew French.

It's a pity she left school.
I wish she **hadn't left** school.

1. I am sorry you have lost your umbrella. 2. I'm sorry I can't type. 3. I'm sorry I did not remember to give him the message. 4. I'm sorry I cannot come with you. 5. It's a pity he didn't

work harder last term. 6. I'm sorry you didn't see it. 7. It's a pity I haven't got a driver's licence (juhiluba). 8. I'm sorry I didn't book a seat. 9. It's a pity you haven't got a car. 10. I'm sorry you told Peter. 11. It's a pity he isn't a painter.

Exercise 7

Replace the infinitives in the brackets by would + infinitive thus making the wish more emphatic. Note that the subjects in the clauses are different and the action refers either to the present or future.

Model: I wish you (to stop) littering the street.
I wish you **would stop**...

1. I wish he (to cut) his hair (but I'm not very hopeful). 2. I wish you (to wait) for me. 3. I wish it (to stop) raining. 4. I wish he (to stop) smoking in bed. 5. I wish you (to keep) quiet. 6. I wish my neighbours (to stop) quarrelling. 7. I wish he (not to play) his pop records while I'm trying to study.

Exercise 8

Answer the following questions by expressing preference for a different action. Begin your answers with I'd rather you + present subjunctive II.

Model: A. Can I go for a walk?
B. I'd **rather you stayed** at home.

1. Can I take the car? (Ma eelistaksin, et sa sõidaksid bussiga jne.) 2. Can we start today? 3. Can I use your scissors (käärid) to open the tin (konservikarp)? 4. Can I tell Peter what you've just told me? 5. Can I wear my hair long like other boys? 6. Can I ring London on your telephone? 7. Can I have a sandwich? 8. Can I borrow your new umbrella? 9. Can I put the goldfish in the bath?

Exercise 9

Complete the following sentences by using the present subjunctive II in the if-clause.

Model: He would come if...
He would come if you **asked** him.

1. You could help me if ... 2. You would speak English perfectly if ... 3. I might go if ... 4. You would profit by this exercise if ... 5. I should be very happy if ... 6. He would lend you the dictionary if ... 7. I would travel more if ... 8. I should be surprised is... 9. I would tell you if... 10. It would be splendid if ...

Exercise 10

Complete the following sentences by using the present conditional in the main clause.

Model: If it rained...
If it rained, I wouldn't go.

If you could come...
If you could come, it **would be** splendid.

1. If you knew him, ... 2. If I told you, ... 3. If you helped me, ... 4. If you were late, ... 5. If I could sing, ... 6. If I told you a secret, ... 7. If he smoked less, ... 8. If you spoke English to her, ... 9. If I were you, ... 10. If he were you, ...

Exercise 11

Transform the following sentences into conditional sentences (Type II).

Model: I don't know his address, so I can't write to him.
If I **knew** his address, I **could write** to him.

He never polishes his shoes, so he never looks smart.
If he **polished** his shoes, he'**d look** smarter.

1. She hasn't the right change, so she can't get tickets from the machine. 2. You speak Russian to her, not Estonian, so her Estonian doesn't improve. 3. I haven't any matches, so I can't light a fire. 4. He hasn't much time, so he reads very little. 5. We haven't got central heating, so the house is rather cold. 6. He spends hours watching television, that's why he never has time for his homework. 7. I haven't a map, so I can't direct you. 8. She is very shy, that's why she doesn't enjoy parties.

Exercise 12

Answer the questions with conditional statements of Type II.

1. What cities would you visit if you went to Great Britain? (America? Canada? Australia? New Zealand?, etc.). 2. What famous person would you like to meet if you had the chance? 3. What first name would you choose for yourself, if you were able to change now? 4. Which country would you choose if you decided to go abroad? 5. Which car would you buy if you had the money? 6. What would you do if you saw a mouse? 7. What would you say or do if someone called you a fool? 8. What would you do if you lost your passport?

Exercise 13

Make the sentences more emphatic by using would + infinitive in the if-clauses.

Model: He would get rid of his cough if he **didn't smoke** so much.
...if he **would not smoke** so much.

1. He would be just the man to help me if he didn't refuse. 2. He would look rather handsome if he shaved his beard. 3. I could teach you something if only you learned. 4. Accidents would not

happen if people did not cross the street here. 5. She would look quite attractive if she put something decent on.

Exercise 14

Transform the following sentences into conditional sentences (Type III).

Model: I didn't know your address, so I didn't write.
If I **had known** your address, I **would have written.**
He **went** to bed early, **so** he didn't **oversleep** (sisse magama) as usual.
If he **hadn't gone** to bed early, he **would have overslept** as usual.

1. We came by bus because there were no taxis. 2. I came up the stairs because the lift wasn't working. 3. We started early, so we reached the station in time. 4. They were driving very fast, that's why the accident was so terrible. 5. He didn't go by air because he hadn't enough money. 6. The bus didn't stop because you didn't put your hand up. 7. It took us a long time to find his house because the streets were not clearly marked. 8. I didn't know your number, so I didn't ring.

Exercise 15

Translate into English. Begin each sentence with **But for...**

1. Kui tal ei oleks pikka nina, näeks ta võluv välja. 2. Kui ei oleks olnud tüli (quarrel), ma oleksin jäänud kauemaks. 3. Kui ei oleks seda eksamit, oleks ta üsna õnnelik. 4. Kui ei oleks olnud seda ekskursiooni, oleks ta aidanud Juliani. 5. Kui poleks olnud tema kummalist soovi, oleksin veetnud puhkuse lõunas.

Exercise 16

Use the present suppositional in the **if**-clause to show that the action is not likely to take place.

Model: If I am late, don't wait for me.
If I **should be** late, don't wait for me.
Should I be late, don't wait for me.

1. If you see Tom, ask him to ring me. 2. If you feel too hot during the night, turn down the central heating. 3. If the alarm clock does not go off, I'll wake you. 4. If Jim refuses to help, we'll have to manage without him. 5. If you don't want a full breakfast, you can have a glass of juice.

Exercise 17

Complete the following sentences using the present and the past suppositional.

Model: It is quite impossible...
It is quite impossible that he **should object.**
It is quite impossible that he **should have objected.**

1. Isn't it strange ... 2. It is curious ... 3. It is natural ... 4. It is possible ... 5. It is impossible ... 6. It is understandable ... 7. It is surprising ... 8. It is odd ... 9. It is a shame ...

Exercise 18

Put the verbs in brackets into the correct forms of subjunctive II or the conditional.

1. We were late because we got lost. If we (not to get) lost, we (to come) in time. 2. When she left school she became a typist. Her family didn't like it at all. They (to be) much happier if she (to become) a teacher. 3. George rang while you were out. Oh dear! If I (to know) he was going to ring I (to stay) at home. 4. My neighbours are always telling me how to bring up children. I sometimes think that if they (to have) children, they (to make) just as many mistakes as I do. 5. Oh, you have seen this film before! If you (to tell) me that, we (to go) to something else. 6. Jane, a student at college: Couldn't I leave the hostel and get a flat, mother? Mother: No, you couldn't. I know very well what (to happen) if you (to have) a flat. You (to play) the guitar all night and (to miss) your classes in the morning.

Exercise 19

Use the present **suppositional** and subjunctive I of the verbs in brackets. Then translate the **sentences** into Estonian.

Model: It is necessary that we (to go) there.
It is necessary that we **should go/go** there.

1. It is necessary that you (to buy) some stamps. 2. It is desirable that he (to shave) before the party. 3. It was arranged that they (to have) a table for two. 4. It is urgent that the patient (to get) to hospital. 5. It was requested that we (to boil) the water before drinking. 6. It is important that they (to come) to a decision. 7. It is vital that everyone (to vote) on Sunday.

Exercise 20

Use the present and past **suppositional** of the verbs in brackets. Translate the sentences into Estonian.

Model: It is strange that you (to think) so.
It is strange that you **should think/should have thought** so.

1. It is only natural that she (to be) fond of the cinema. 2. Isn't it strange that she (to be) afraid of him? 3. Isn't it rather curious that he (to forget) the number of the house? 4. It is not surprising that he (to feel) hurt. 5. It is incredible that she (to know) nothing. 6. What a pity that it (to be) so late. 7. It is curious that you (to say) that.

Exercise 21

Transform the following sentences as shown in the model.

Model: It is strange that you should think so.
I find it strange...

1. It is impossible that she should have made a mistake. 2. It was strange that he should have forgotten the number of the house. 3. It is only natural that she should be fond of the cinema. 4. It is quite natural that you should prefer cycling to walking. 5. It is rather odd that he should have noticed nothing.

Exercise 22

Use the present suppositional of the verbs in brackets.
Translate the sentences into Estonian.

1. She fears lest he (to forget) to invite her to the party. 2. We feared lest we (to miss) the last bus. 3. I am afraid lest the old woman (to say) something unpleasant. 4. She worried lest they (to arrive) too late. 5. I was afraid lest the man (to notice) him.

Exercise 23

Transform the following sentence as shown in the model.

Model: **He suggested** that we should go by bus.
His suggestion was that...
He made the suggestion that...

1. I suggested that we should buy a new TV set. 2. He recommended that I should eat more vegetables. 3. They arranged that the children should spend the summer in the country. 4. He suggested that I should read «Gone with the Wind». 5. The doctor recommended that the children should be given an apple every day.

Exercise 24

Put the verbs in brackets into the present or past subjunctive II.

1. He looked as if he (to want) to kiss her. 2. She looked as if nothing (to happen). 3. Mary looked as if she never (to have) such a good time. 4. It was as if Tess (to be) angry. 5. She felt as if she never (to know) him. 6. It's not as if you (to know) him. 7. It looked as if somebody (to try) to open the gate. 8. She looked as if she (to be) tipsy (natuke purjus).

Exercise 25

Put the verbs in brackets into the present subjunctive II.

1. It's just struck midnight. It's high time we (to leave). 2. It's high time you (to stop) doing all this translation and (to start) thinking in English. 3. It's time we (to do) something to stop road accidents. 4. It's time he (to be) here. 5. It's about time you (to get) the cake out. 6. Isn't it time you (to pack) your suitcase?

Exercise 26

Put the verbs in brackets into the correct forms of subjunctive II or the conditional.

1. Even if she (to like) him, she (not to admit) it. 2. Even if she (to see) it with her own eyes, she (not to believe) it. 3. Even if nothing (to happen) to delay us we (not to be able) to come in time. 4. Even if she (to be) hungry, she (not to touch) a thing. 5. Even if it (not to be) so late I don't think we (to go) to the cinema. 6. Even if I (to want) to, I (can do) nothing now.

Exercise 27

Replace the infinitives in brackets by the present suppositional or **may/might, can/could + infinitive.**

Model: She stood behind a tree lest she (to be seen).
She stood behind a tree lest **she should be seen.**

He gave her a book so that she (to read) about planning.
He gave her a book so that **she might read** about planning.

1. Let's start now lest they (to worry). 2. He put the key safely away so that he (not to lose) it. 3. She turned her head away so that he (not to kiss) her. 4. We left early so that we (to reach) the place early. 5. Put your bag here so that you (to see) it all the time. 6. Don't put your bag on the floor lest somebody (to step) on it.

Exercise 28

Translate into English using the subjunctive mood.

1. On võimatu, et ta unustas maja numbri. 2. Kas pole imelik, et ta kartis seda vana daami? 3. Paluti, et me tuleksime kella kaheksaks. 4. On uskumatu, et ta ei tea midagi meditsiinist. 5. Ma kardan, et ta võis bussist maha jääda. 6. Ma soovitasin, et nad läheksid vaatama seda uut inglise filmi. 7. On juba hilja. On viimane aeg, et minema hakkaksime. 8. Kas meil pole aeg midagi tema heaks teha? 9. Isegi kui Tom meeldiks Annele, ei ütleks ta seda. 10. Ma astusin nurga taha, et mind ei nähtaks aknast. 11. Ta rääkis valjemini, et me kuuleksime teda. 12. Kui ta ainult teaks, mis mu uued kingad maksavad. 13. Ta soovis, et ta sarnaneks selle kuulsa filmitähega. 14. Kui ta abielluks Peetriga, muudaks see täielikult tema elu. 15. Tee seda praegu, et ta ei muudaks oma arvamust (change his mind). 16. Ma kartsin, et ta võib hakata valju häälega naerma. 17. Ta oli mures, et vihm võib rikkuda tema make-up'i.

VERBI MITTEPÖÖRDELISED VORMID
NON-FINITE FORMS OF THE VERB

Peale pöördeliste vormide on verbil ka **mittepöördelised vormid** — infinitiiv, gerundium ja kesksõnad, mis esinevad lauses mittepöördelise verbifraasina (mpVF), täites aluse, öeldistäite, sihitise, määruse või täiendi funktsioone (vrd. eespool Nimisõnafraas). Erinevalt verbi pöördelistest vormidest ei saa mittepöördelised vormid olla lause öeldisverbiks, küll aga võivad kuuluda liitöeldise koosseisu.

Infinitiiv, gerundium ja kesksõna koos laienditega moodustavad vastavalt infinitiivfraasi, gerundiumfraasi ja kesksõnafraasi. Laiendiks võib olla NF, prepNF, AdvF, AdjF jt. (fraas fraasis):

To smoke like that is unhealthy. (inf., alus, laiendiks prepNF)
Niimoodi suitsetada on ebatervislik.

Reading books is useful. (ger., alus, laiendiks NF)
Raamatute lugemine on kasulik.

Walking slowly in the forest she saw a fox. (kesks., määrus, laienditeks AdvF ja prepNF)
Jalutades metsas, nägi ta rebast.

Infinitiivil, gerundiumil ja kesksõnal on (nagu pöördelistelgi vormidel) tegumoe (aktiiv — passiiv), korrelatsiooni (mitteperfekt — perfekt) ja aspekti kategooriad (üldaspekt — kestev aspekt).

Infinitiiv
The infinitive

Infinitiiv väljendab tegevust või olukorda ilma tegijat nimetamata.

Vormid
The forms

Infinitiivil on järgmised vormid:

Vorm Form	Aktiiv Active	Passiiv Passive
Üldinfinitiiv Simple infinitive	to take (sihiline verb) to sit (sihitu verb)	to be taken —
Kestev infinitiiv Continuous infinitive	to be taking to be sitting	— —
Perfekti infinitiiv Perfect infinitive	to have taken to have sat	to have been taken —
Perfekti kestev infinitiiv Perfect continuous infinitive	to have been taking to have been sitting	— —

Opositsioonid
üldinfinitiiv — kestev infinitiiv
perfekti infinitiiv — perfekti kestev infinitiiv
väljendavad aspekti: üldaspekt — kestev aspekt.

We eat **to live**, not live **to eat.**
Me sööme, et elada, mitte ei ela, et süüa.

She seems **to be living** in this room.
Näib, et ta elab selles toas.

Infinitiivi mitteperfektivormide (üldinfinitiiv ja kestev infinitiiv) ja perfektivormide (perfekti infinitiiv ja kestev infinitiiv) vastandamine toob esile korrelatsiooni kategooria, mis näitab tegevuse aega millegi suhtes. Nii tähistab perfekti infinitiiv alati tegevust, mis eelnes pöördelise verbivormiga (öeldisverb) märgitud tegevusele olevikus, minevikus või tulevikus:

I am/was/will be glad **to have seen** you.

Üldinfinitiiviga märgitud tegevus võib olla samaaegne öeldisverbiga märgitud tegevusega, eelneda või järgneda sellele:

He was pleased **to see** me. (*samaaegne*)
Tal oli hea meel mind näha.

I went there **to see** him. (*järgnev*)
Ma läksin sinna, et näha teda.

Sihiliste verbide infinitiivil on 2 tegumoodi — aktiiv ja passiiv:

	Aktiiv		Passiiv
Üldinfinitiiv:	to take	—	to be taken
Perfekti infinitiiv:	to have taken	—	to have been taken

Passiivivormide poolt väljendatud ajasuhted on samad, mis vastavatel aktiivivormidel:

There was nothing **to be done.** (*samaaegne*)
Ei olnud võimalik midagi teha.

This café is said **to have been closed.** (*eelnev*)
Räägitakse, et see kohvik on kinni pandud.

Infinitiiv ilma partiklita *to*
The infinitive without *to*

Infinitiivile eelneb tavaliselt (kuid mitte alati) partikkel *to*:
I want to learn English.
Ilma partiklita *to* kasutatakse infinitiivi järgmistel juhtudel:

1. Abi- ja modaalverbide järel, va. *ought* ning *to be* ja *to have*, kui nad väljendavad kohustust:

He will **go** there.
I must **go** there.

Kuid: You ought **to go** there.
You are **to go** to the Dean's office at once.

2. Pärast meeltetajusid väljendavaid verbe *to see, to hear, to feel, to perceive* ja verbe *to watch, to notice, to observe, to make* (tähend. «sundima», «panema»), *to have* (tähend. «käskima», «panema», «laskma»), *to let* ja *to know* (tähend. «kogema» ja «nägema», «tähele panema»):

I heard Tom **open** the door.
She felt her heart **jump.** (*meeltetaju*)

Kuid: She felt it **to be** true. (*psüühiline tegevus*)
He made me **stand up.**
She had him **carry** her bag.
I have never known a man **die** of love.

Märkus. Kui ülalnimetatud verbid on passiivis, kasutatakse infinitiivi ees alati partiklit **to**:

Tom was heard **to open** the door.
Tomi kuuldi ust avavat.

I was made to stand up.
Mind pandi püsti tõusma.

3. Pärast modaalseid väljendeid *had better, had/would rather, had/would sooner, need hardly, cannot but*:

You had better **go** at once.
Sul oleks parem kohe minna.

I had/would rather not **go** there.
Ma pigem ei läheks sinna.

I cannot but **agree** with him.
Mul ei jää muud üle kui nõustuda temaga.

4. Tavaliselt pärast verbi *to help* (eriti AmE):

Please **help** me **carry** this box.

5. Elliptilistes küsilausetes, mis algavad küsisõnaga *why*:

Why not **ask** him?

Märkus. Kuid partikkel **to** võib esineda lauses ka ilma järgneva infinitiivita, kui ta viitab verbile, mida on eespool kasutatud:
You needn't go there if you don't want **to** (go).

Infinitiivfraasi funktsioonid lauses
The functions of the infinitive phrase in the sentence

Infinitiivfraas täidab lauses peaaegu kõiki samu funktsioone nagu NF, kuigi tal on mõned iseärasused:

1. Infinitiivfraas võib olla väljendatud üksiku infinitiiviga, mis on selle fraasi tuumaks:

She would like **to dance.**

2. Infinitiivfraasi tuuma võivad laiendada temast sõltuvad sõnad:

She would like **to dance with Jim every night.**

3. Infinitiivfraas võib olla täiteks nimisõnalisele lauseelemendile teatud konstruktsioonides:

She would like Jim **to dance with her.**

Infinitiivfraas võib olla lauses:

1. a l u s e k s (the subject):

To act like that was useless.
It was useless **to act** like that.
Niimoodi toimida oli kasutu.

2. ö e l d i s t ä i t e k s (the predicative):

My intention was **to solve** the problem.
Minu kavatsus oli lahendada see probleem.

3. l i i t ö e l d i s e o s a k s (part of a compound verbal predicate):

a) modaalverbide järel:

He couldn't **prove** it.
Ta ei suutnud seda tõestada.

b) verbide *to want, to intend, to try, to hope, to have* jt. järel, mis väljendavad modaalsust (mitte tegevusi):

I wanted **to see** him.
Ma tahtsin teda näha.

c) verbide *to begin, to come* (=to begin), *to continue, to go on, to cease* jt. järel, mis väljendavad tegevuse algust, kestust või lõppu:

Now I begin **to understand** her.
Nüüd ma hakkan temast aru saama.

He came **to realise** that he was mistaken.
Ta hakkas aru saama, et ta on eksinud.

Märkus. Mõnede grammatikate järgi käsitletakse infinitiivi näidetes b) ja c) otsesihitisena.

d) pärast mõningaid sihituid verbe aktiivis, näit. *to seem, to appear, to happen* jt.:

He seemed **to know** what to do.
Ta näis teadvat, mida teha.

She appeared **to be hesitating.**
Ta näis kõhklevat.

e) pärast mõningaid sihilisi verbe passiivis:

1) ütlemist või teatamist väljendavate verbide *to say, to declare, to report, to state, to announce* jt. järel:

She is said **to have won** first prize.
Räägitakse, et ta võitis/on võitnud esimese auhinna.

2) vaimset tegevust väljendavate verbide *to think, to understand, to believe, to expect, to mean, to regard, to consider* jt. järel:

He is believed **to be a clever man.**
Teda peetakse targaks meheks.

3) meeletajusid väljendavate verbide *to feel, to hear, to see, to watch* järel:

Soon she was heard **to open** the window.
Varsti kuuldi teda akent avavat.

4) verbi *to make* (tähenduses «sundima», passiivis) järel:

He was made **to sign** the treaty.
Teda sunniti lepingule alla kirjutama.

f) pärast ühendeid *to be likely, to be sure, to be certain*:

The train is likely **to be late.**
Rong jääb tõenäoliselt hiljaks.

g) modaalsete väljendite *had better, had/would rather, had/would sooner* jt. järel:

You had better **go** home.
Teil oleks parem koju minna.

h) **used to** + **V** ja **would** + **V** järel, mis väljendavad korduvaid tegevusi minevikus:

She used **to read/would read** thrillers.
Ta tavatses lugeda põnevusromaane.

Pöörake tähelepanu, et alatüüpides b)—f) kasutatakse infinitiivi partikliga **to.**

4. sihitiseks (the object):

a) pärast sihilisi verbe:

Soon she learned **to speak Russian.**
Varsti ta õppis vene keelt rääkima.

I didn't know **what to answer** (konjunktiivne infinitiivfraas)
Ma ei teadnud, mida vastata.

He ordered **me to wait.** (2 sihitist)
Ta käskis mul oodata.

b) pärast mõningaid omadussõnu ja omadussõnana kasutatavaid kesksõnu:

I was sorry **to have insulted her.**
Mul oli kahju, et olin teda solvanud.

She was pleased **to see me.**
Tal oli hea meel mind näha.

I found it impossible **to help her.**
Ma leidsin, et on võimatu teda aidata.

c) pärast seisundisõnu *afraid, ashamed, agog*:

I was afraid **to meet him.**
Ma kartsin teda kohata.

5. täiendiks (the attribute; = täiendiliseks lauselühendiks):

a) nimisõnale:

This is an exercise **to be done orally** (= which has to be done orally; **to be done** — täiendiline lauselühend, mis asendab tervet täiendlauset).
See harjutus tuleb teha suuliselt.

b) indefiniitseile, eitavatele ja universaalsetele asesõnadele lõpuga *-body, -thing, -one*:

She had nothing **to do there.**
Tal ei olnud seal midagi teha.

c) nimisõna funktsioonis järgarvudele (eriti *first*) ja omadussõnadele *next* ja *last*:

She was the first **to come.**
Ta oli esimene, kes tuli.

Tom was the last **to leave the bus.**
Tom oli viimane, kes lahkus bussist.

d) küsivatele asesõnadele *what* ja *who*:

He asked me, «What is there **to finish?**»
Ta küsis minult: «Mis on seal lõpetada?»

e) nimisõna funktsioonis hulka väljendavatele omadussõnadele *much, little, (no) more, (no) less, enough*:

You have not much **to lose.**
Sul ei ole palju kaotada.

I've no more **to add.**
Mul ei ole enam midagi lisada.

6. määruseks (the adverbial; = määruseliseks lauselühendiks):

a) otstarbemääruseks (adverbial of purpose):

Sue gave up her career **to become his wife** (=so that she might become his wife; **to become his wife** — määruseline lauselühend, mis väljendab otstarvet).

Sue loobus oma karjäärist, et saada ta naiseks.

b) tagajärjemääruseks (adverbial of result):

They were too young **to protest.**
Nad olid liiga noored, et protestida.

He didn't know enough English **to argue.**
Ta ei osanud piisavalt inglise keelt, et vaielda.

c) võrdlusmääruseks (adverbial of comparison):

He had more important things to do than **to go to the library.**
Tal oli tähtsamat teha, kui raamatukogusse minna.

d) tingimusmääruseks (adverbial of condition):

To hear him talk, you would think he was a professor.
Kui kuulata teda rääkimas, võiks mõelda, et ta on professor.

e) ajamääruseks (adverbial of time):

Her mother lived **to be eighty** (= lived till she was . . .)

7. parenteesiks (parenthesis):

To tell the truth, I was surprised.
Tõtt-öelda, ma olin üllatunud.

Needless to say, he kept his promise.
Tarbetu on öelda, et ta täitis oma lubaduse.

Infinitiivfraas parenteesina näitab kõneleja suhtumist kirjeldatud sündmusse või võtab öeldu kokku.

KONSTRUKTSIOONID INFINITIIVIGA
CONSTRUCTIONS WITH THE INFINITIVE

Neid on tänapäeva inglise keeles kaks:
1) konstruktsioon «sihitis infinitiiviga» ja
2) *for*-konstruktsioon infinitiiviga.
Nendes konstruktsioonides esineb infinitiiv täite (the complement) funktsioonis.

Konstruktsioon «sihitis infinitiiviga»
The object with the infinitive construction

«Sihitis infinitiiviga» koosneb nimi- või asesõnast sihitise funktsioonis ja infinitiivfraasist, mis esineb *sihitise täitena* (the object complement):

NF + (to) + V

We believe **David / him to be a clever man.**
Me usume, et David / ta on tark mees.

I don't want **him to be punished.**
Ma ei taha, et ta saab karistada.

Süntaktiliselt on «sihitis infinitiiviga» liitsihitis (the complex object), mida kasutatakse mitmesuguste sihiliste verbide järel, mis nõuavad infinitiivi (enamikul juhtudel partikliga *to*). Pärast verbe *to think, to consider, to find* võib infinitiivi ära jätta:

He thought **her (to be) beautiful.**
Ta pidas teda ilusaks.

Mõnede verbide järel ei kasutata infinitiivi partikliga *to*, näit. *to see, to hear, to feel, to have* (= to get, to make), *to know* (= to experience), *to let, to make, to notice, to watch* jt. (vt. Infinitiiv ilma partiklita *to*):

I heard somebody **open the door.**
Ma kuulsin kedagi ust avavat.

Märkus. Verbide *to hear, to see, to feel, to notice, to observe* järel saab kasutada kas infinitiivi või oleviku kesksõna sihitistäitena. Esimesel juhul rõhutatakse tegevuse toimumist kui fakti, teisel juhul tegevuse toimumise vältust (vt. Konstruktsioon «sihitis kesksõnaga»):

I saw him **work/working.**
Ma nägin teda töötavat/töötamas.

Infinitiivi sihitistäitena saab kasutada ka mõningate verbide järel, mis nõuavad eessõnalist sihitist, näit. *to listen to, to appeal to, rely on* jt.:

He was listening attentively to **the manager speak.** (infinitiiv ilma partiklita *to*).
Ta kuulas tähelepanelikult juhatajat kõnelemas/kõnelevat.

They appealed to **us to join them.**
Nad pöördusid meie poole palvega ühineda nendega / et me nendega ühineksime.

Konstruktsioon «sihitis infinitiiviga» tõlgitakse eesti keelde harilikult sihitislause, sihitise + kaudses kõneviisis oleva verbi abil või sihitisena esineva da-tegevusnime abil.

For-konstruktsioon infinitiiviga
The *for*-construction with the infinitive

For-konstruktsioon infinitiiviga koosneb eessõnast *for*, nimi- või asesõnast sihitise funktsioonis ja aktiivis või passiivis olevast infinitiivfraasist (alati partikliga *to*), mis esineb sihitise täitena:

for + NF + to + V

It is important **for the students to understand this rule.**
On tähtis, et üliõpilased saaksid sellest reeglist aru.

I'm glad **for you to have found your purse.**
Ma olen rõõmus, et sa leidsid oma rahakoti.

Seda konstruktsiooni kasutatakse, kui infinitiiviga väljendatud tegevuse teostaja on erinev verbi pöördelise vormiga tähistatud tegevuse teostajast:

He waited **for me to speak.** (he, me)
Ta ootas, et mina räägiksin.

For-konstruktsioon infinitiiviga võib olla lauses:

1. aluseks (the subject):

For you to go there is impossible.
Sinu sinnaminek on võimatu.

It is impossible **for you to go there.**
Sul on võimatu sinna minna.

2. öeldistäiteks (the predicative):

That is **for him to decide.**
See on tema otsustada.

3. sihitiseks (the object):

She waited **for the door to open.**
Ta ootas, et uks avaneks.

I am anxious **for him to come.**
Ma tahan väga, et ta tuleks.

4. täiendiks (the attribute):

It was the only thing **for him to do.**
See oli ainuke asi, mida ta sai teha.

There was no need **for her to be economical.**
Tal ei olnud mingit vajadust kokku hoida.

5. määruseks (the adverbial):

I brought the book **for you to read.** (otstarbemäärus, the adverbial of purpose)
Ma tõin selle raamatu sulle lugemiseks.

The text was too difficult **for me to understand it.** (tagajärjemäärus, the adverbial of result)
Tekst oli liiga raske, et ma oleksin sellest aru saanud.

Exercise 1
Use the correct form of the infinitive in brackets.

1. You ought (to do) that before. 2. Where is he (to meet) us? 3. They are about (to leave) the US. 4. He doesn't want (to send) to a boarding school. 5. She is said (to speak) four languages. 6. He is said (to dance) well when he was young. 7. I fully intended (to go) yesterday, but I had no time. 8. I intend (to go) if I have time. 9. He is believed (to write) two novels under the pseudonym of «Liberty». 10. You ought (to see) her face when the driver told her to stand up.

Exercise 2
Fill the blanks with the particle **to** wherever necessary.

1. These kids have every right — be treated with respect. 2. Let him — sit down. 3. Don't they have — earn my respect for their work? 4. He allowed me — go home. 5. You don't need — wait for me. 6. I should like something — eat. 7. You were heard — say that. 8. There is nothing — do. 9. He made me — leave the room. 10. Where is he — be found? 11. I will be glad — help you. 12. He dare not — go alone. 13. He does not dare — go alone. 14. We were — meet in the foyer. 15. I won't have you — insult my sister. 16. You had better — stay at home. 17. I cannot but — agree with you. 18. I heard him — shout, «Help!» 19. He was seen — enter the house.

Exercise 3

Transform the following sentences as shown in the model.

Model: I'll speak to him about it.
I promise to speak to him about it.

1. I'll work harder next term. 2. I'll get home before eleven o'clock. 3. I'll do it carefully. 4. I'll pay you back on Monday. 5. I'll take care of it. 6. I'll ring you up about it tomorrow. 7. I'll have my hair cut at the weekend. 8. I'll tidy up after lunch.

Exercise 4

Transform the following sentences as shown in the model.

Model: He will certainly come.
He is sure to come.

1. He will certainly like this film. 2. They will certainly come in time. 3. You will certainly get a good mark. 4. You will certainly find this book in our library. 5. She will certainly come by plane, not by train. 6. You will certainly be late if you don't hurry.

Exercise 5

Transform the following sentences as shown in the model.

Model: He will probably win.
He is likely to win.

1. The weather will probably change soon. 2. Our neighbours will probably buy a new car. 3. The new car will probably cost a lot of money. 4. You will probably get into trouble this time. 5. They will probably discuss this question at the meeting. 6. He will probably agree. 7. The Dean will probably agree to our proposal. 8. She will probably receive my parcel next week. 9. He will probably ask you some additional questions. 10. My dress will probably be ready next Monday. 11. The conference will probably be very interesting. 12. His suggestion will probably be supported.

Exercise 6

Transform the following sentences as shown in the model.

Model: It's my impression that he is a good teacher.
He seems to be a good teacher.

It's my impression that
he is older than his brother.
she is interested in painting.
he is an honest man.
she is very careless.
they are excited by the news.
the weather in this place is very changeable.
they know each other very well.
this dictionary contains many useful expressions.

Exercise 7

Complete the following sentences using an infinitive phrase.

Model: I very much want to meet you. I am very anxious...
I am very anxious to meet you.

1. We received your telegram and were delighted. We were delighted ... 2. You stayed indoors. It was sensible of you ... 3. The clerk answered the call promptly. The clerk was prompt ... 4. It is easy to remember this rule. This rule is easy ... 5. We do not want to leave this neighbourhood. We are reluctant ... 6. It is not difficult to heat our house. Our house is not difficult ... 7. We have him as a friend and are proud of it. We are proud ... 8. He very much wants to get on. He is very keen ...

Exercise 8

Change the subordinate clauses into infinitive phrases.

Model: I propose that we leave at once.
I propose to leave at once.

1. I confess that I was wrong. 2. I believe that you were wrong. 3. I expect that he will come early. 4. They decided that they would stay. 5. He declared that the whole thing was a mistake. 6. I understand that you are studying Swedish. 7. We much regret that we were not able to come. 8. I came early so that I could have a private talk with you.

Exercise 9

Convert the relative clauses in each of these sentences into an infinitive phrase.

Model: The next train which will arrive is from Tallinn.
The next train to arrive is from Tallinn.

1. The cheapest place that you can eat at is this café. 2. Will you buy me a magazine that I can read on the journey? 3. Here is something that you can do while you're waiting. 4. The last problem that must be considered today is how to fulfil the plan. 5. He was the first surgeon who performed this complicated operation. 6. The only thing that we should consider is how to prepare for the exams.

Exercise 10

Point out the infinitives and state the functions of each in the following sentences. Then translate the sentences into Estonian.

1. To complete the house in three months was a great achievement. 2. That seems hard to do but is less difficult than it looks. 3. Why did you try to persuade him to write such a letter? 4. I want something to eat. 5. What do you think is the right thing

to do? 6. The men have come to move the furniture. 7. I made him tell me the whole story. 8. He will let me do it. 9. I'd sooner run than walk. 10. I need scarcely tell you what I think of him.

Exercise 11

Transform the following sentences using the object with the infinitive.

Model: Will you close the door, please?
I want / I'd like **you to close** the door.

1. Will you wait a minute? 2. Will you lend me that record? 3. Will you keep quiet, please? 4. Will you telephone me this evening? 5. Will you ring for a taxi? 6. Will you wake me up at 7 o'clock? 7. Will you listen carefully, please? 8. Will you bring some cakes with you?

Exercise 12

Rephrase the sentences below, where possible, by using the object with the infinitive.

1. I persuaded Tom that he should see a doctor. 2. I persuaded him that his mother should take a holiday. 3. I convinced him that he should be more careful. 4. I advised her that she should stay in bed. 5. I warned Peter that he should not go out. 6. I reminded Ann that she should take her medicine. 7. I reminded him that he had been overworking. 9. I requested that she should keep me informed of her condition.

Exercise 13

Paraphrase the following sentences using the object with the infinitive.

Model: He got the watch repaired.
He got **someone to repair** the watch.

1. I want this work done at once. 2. I have heard this story repeated. 3. Can you have this letter typed before tomorrow? 4. I'm afraid we must have those trees cut down. 5. I'll have my egg boiled. 6. Didn't you hear your name called?

Exercise 14

Transform the following sentences into the passive voice.

Model: I saw him burst into laughter.
He was seen to burst into laughter.

1. I heard him open the gate. 2. I saw her burst into tears. 3. I allowed him to use the dictionary. 4. I expected him to come back any minute. 5. I told her to wait in the garden. 6. I asked them not to waste time. 7. I know him to be a very popular writer. 8. I considered her to be very intelligent.

Exercise 15

Transform the following sentences into the passive voice. Use the correct form of the infinitive.

Model: It is expected that she will be a success.
She is expected to be a success.

1. It is supposed that his best book is «The Forsyte Saga». 2. It is believed that he started writing as a boy. 3. It is expected that she will arrive tomorrow. 4. It was supposed that he was working at a new novel. 5. It is reported that the rain has caused much damage to the crop. 6. It was thought that she was very talented.

Exercise 16

Translate into English using infinitives.

1. Ta astus Tartu Ülikooli, et õppida õigusteadust. 2. Teid kuuldi seda ütlevat. 3. Me palusime Tomil istet võtta ja rääkida meile Londonist. 4. Kuna mul oli vähe aega, pidin ma lahkuma enne koosoleku lõppu. 5. Ta sundis poissi kirjandit ümber kirjutama. 6. Las ma aitan tal kõnet koostada. 7. Näib, et ta on unustanud saatja aadressi ümbrikule kirjutamata. 8. Miks mitte temalt küsida, mida teha? 9. Sulle meeldib kindlasti tema viimane jutt. 10. Arvatavasti tuleb neil seekord pahandus. 11. Ma tahan väga temaga kohtuda, et arutada meie klubi tööd.

Exercise 17

Expand the following sentences using **the for-construction** with the infinitive.

Model: It is difficult.
It is difficult **for him.**
It is difficult **for him to understand** the rule.

1. It isn't easy. 2. It was quite impossible 3. It was unusual. 4. It was difficult. 5. It's convenient. 6. It's interesting. 7. It's really fun. 8. It isn't hard. 9. It's going to be easy. 10. It would be nice. 11. It should be convenient.

Exercise 18

Transform the following sentences using the **for-construction** with the infinitive.

Model: It's important that the students understand the lesson.
It's important **for the students to understand** the lesson.

1. It's necessary that they deliver (kätte toimetama) the package tomorrow. 2. It's important that the children go to bed early. 3. It's necessary that you wind (üles keerama) this clock every night. 4. It's necessary that the taxi arrive at eight o'clock. 5. It's necessary that we wait until the train arrives. 6. It's important that you come to class every day. 7. It's important that Tom gets up in time. 8. It's important that the children get plenty of exercise.

Exercise 19

Combine the following pairs of sentences into one sentence using the **for**-construction with the infinitive.

Model: This house is big. I can't clean it.
This house is too big **for me to clean.**

1. The tea is hot. I can't drink it.
2. Here are some new expressions. I want you to remember them.
3. The lecture-room is dark. We can't work in it.
4. Here's a new novel. I want you to read it.
5. This exercise is not difficult. We can do it.
6. He should not smoke. It's bad for him. It's bad ...
7. You should go to bed. I want you to. It is time ...

Exercise 20

State the function of the **for**-construction with the infinitive. Translate the sentences into Estonian.

1. London is an interesting city for me to visit. 2. The soup is too hot for me to eat. 3. It is high time for him to retire. 4. Haven't you got any books for me to read? 5. We are eager for the holidays to begin. 6. They were anxious for the telegram to arrive too late. 7. That is for you to decide. 8. He stood back for her to pass. 9. It will be necessary for us to go by plane. 10. Here are some idioms for you to learn. 11. Is there any need for you to make haste (kiirustama)? 12. We are waiting for our friends to return. 13. This beer is too cold for me to drink.

Exercise 21

Translate into English using the constructions with the infinitive.

1. On loomulik, et ta peab oma sünnipäeva tähtsaks sündmuseks. 2. On aeg, et sa läheksid. 3. Me ootasime, et delegatsioon saabub kella viieks. 4. Me peame teda väga heaks kirjanikuks. 5. Meil paluti oodata aias, kuni Tom tagasi tuleb. 6. On vaja, et sa räägiksid inglise keelt iga päev. 7. Siin on sulle mõned margid margikogusse panemiseks. 8. See piim on lapsele joomiseks liiga külm. 9. Ta palus mul informeerida Peetrit iga päev.

Gerundium
The gerund

Gerundium väljendab tegevust protsessina või faktina, kusjuures tegevust teostav isik jääb näitamata.

Vormid
The forms

Gerundiumil on järgmised vormid:

Vorm Form	Aktiiv Active	Passiiv Passive
Üldgerundium Simple gerund	coming (sihitu verb) keeping (sihiline verb)	— being kept
Perfekti gerundium Perfect gerund	having come having kept	— having been kept

Opositsioon üldgerundium — perfekti gerundium toob esile korrelatsiooni kategooria. Üldgerundium märgib, et gerundiumiga väljendatud tegevus on samaaegne pöördelise verbiga tähistatud tegevusega olevikus, minevikus või tulevikus:

He improves/will improve/improved his English by **speaking.**
Ta parandab/parandas oma inglise keele oskust rääkimisega.

Perfekti gerundium märgib, et gerundiumiga väljendatud tegevus eelneb pöördelise verbiga tähistatud tegevusele:

She regrets/will regret/regretted **having missed** the class.
Ta kahetseb/kahetses, et ta puudus tunnist.

Gerundiumi ees võib seista eessõna. Eessõnad *on/upon* ja *after* näitavad, et gerundiumiga väljendatud tegevus eelnes verbi pöördelise vormiga väljendatud tegevusele, mistõttu pärast neid eessõnu võib kasutada gerundiumi üldvormi:

After **finding** the article he began to take notes.
Pärast artikli leidmist hakkas ta märkmeid tegema.

Üldvormi kasutatakse sageli ka pärast verbe *to remember, to excuse, to forgive, to thank*:

Thank you for **helping** me!
Tänan teid abi eest!

Sihilistest verbidest moodustatud gerundiumil on 2 tegumoodi — aktiiv ja passiiv:

	Aktiiv		Passiiv
Üldgerundium:	keeping	—	being kept
Perfekti gerundium:	having kept	—	having been kept

Aktiivivormid näitavad, et tegevus lähtub lause alusest, passiivivormid aga, et tegevus on suunatud alusele:

I like **reading** English.
Mulle meeldib lugeda inglise keelt.

I like **being read** to.
Mulle meeldib, kui mulle loetakse.

Verbide *to need, to want, to require, to deserve* ja omadussõna *worth* järel tarvitatakse gerundiumi passiivivormide asemel aktiivivorme passiivi tähenduses:

The tests need **grading.**
Testid vajavad hindamist.

The book was worth **reading.**
Seda raamatut tasus lugeda.

Gerundiumfraasi funktsioonid lauses
The functions of the gerund phrase in the sentence

Gerundiumfraas täidab lause samu funktsioone nagu NF, kuigi tal on ka oma iseärasused:

a) gerundiumfraas võib olla väljendatud üksiku gerundiumiga, mis on selle fraasi tuumaks:
I like **reading.**

b) gerundiumfraasi tuumal võivad olla laiendid:
I like **reading good books.**

c) gerundiumile võib eelneda nimisõna üldkäändes või genitiivis, omastav asesõna või isikuline asesõna sihitise käändes (= konstruktsioonid gerundiumiga):
I remember **Jim telling** me the story.
Ma mäletan, et Jim rääkis mulle seda lugu.

Jim's coming surprised me.
Jimi tulek üllatas mind.

Forgive **me/my interrupting** you.
Andestage, et teile vahele segan.

I didn't like the idea of **your going** there.
Mulle ei meeldi mõte, et sa sinna lähed.

Gerundiumfraas võib olla lauses:

1. a l u s e k s (the subject):

Reading English is easier than speaking it. (= It is easier to read English than to speak it.)
Inglise keelt lugeda on kergem kui rääkida.

There was **no arguing with him.** (eitavates *there is*-lausetes)
Temaga ei olnud mingit vaidlemist.

2. ö e l d i s t ä i t e k s (the predicative):

My hobby is **collecting** stamps.
Minu hobi on margikogumine.

3. l i i t ö e l d i s e o s a k s (part of a compound verbal predicate):

a) pärast mõningaid verbe, millel on modaalne tähendus, näit. *to intend, to try, to attempt,* ja pärast modaalfraasi *can't help*:

I intended **reading** this novel.
Ma kavatsesin lugeda seda romaani.

He couldn't help **pushing** past a lot of people.
Ta pidi paratamatult mööda trügima paljudest inimestest.

b) pärast mõningaid verbe, mis tähistavad tegevuse algust, kestust või lõppu, näit. *to begin, to start, to continue, to go on, to keep (on), to stop, to finish* jt.:

She started **arguing** with him.
Ta hakkas temaga vaidlema.

He went on **talking.**
Ta jätkas rääkimist.

We stopped **thinking** about it.
Me lakkasime sellele mõtlemast.

Märkus. Mõnede grammatikate järgi käsitletakse gerundiumi näidetes a) ja b) otsesihitisena.

4. o t s e s i h i t i s e k s (the direct object):

a) sihiliste verbide järel:

Would you mind **taking off** your cap?
Kas te ei võtaks mütsi peast?

b) adjektiivide *busy* ja *worth* järel:

He was busy **painting** the fence.
Ta oli tegevuses tara värvimisega.

The film was worth **seeing.**
Filmi tasus vaadata.

c) pärast mõningaid modaalfraase eitavas vormis, näit. *can't bear, can't stand, can't face, can't fancy* jt.:

I can't bear **being insulted.**
Ma ei talu solvamist.

d) pärast väljendit *to feel like*:

I don't feel like **going** to the party.
Mul ei ole tahtmist peole minna.

5. e e s s õ n a l i s e k s sihitiseks (the prepositional object):

a) verbide järel, mis on tihedalt seotud eessõnadega, näit.

to think (of/about), to worry (about), to succeed (in), to insist (on) jt.:

He insisted on **my coming.**
Ta nõudis tungivalt, et ma tuleksin.

b) verbide järel, millel on otsesihitis ja eessõnaline sihitis, näit. *to ask sb. (about), to keep sb (from), to say sth. (about)* jt.:

Something kept me **from opening** the door.
Miski takistas mind ust avamast.

c) pärast mõningaid omadussõnu ja seisundisõnu, näit. *angry (with), clever (at), fond (of), interested (in) afraid (of)* jt.:

She was interested **in going** to the party.
Ta oli huvitatud peole minekust.

He was afraid **of meeting** them.
Ta kartis neid kohata.

6. täiendiks (the attribute):
There was no hope **of catching** the train.
Ei olnud mingit lootust rongile jõuda.

Märkus. Gerundiumi ees on sel juhul alati eessõna, eriti **of**, kuid ka **for, in, at, about.**

7. määruseks (the adverbial):

a) ajamääruseks (the adverbial of time) eessõnadega *after, before, on, in, at*:

After reading the book he returned it to me.
Pärast raamatu lugemist andis ta selle mulle tagasi.

b) kaasneva olukorra määruseks (the adverbial of attendant circumstances) — eessõnaga *without*:

We danced **without speaking.**
Me tantsisime, ilma et oleksime rääkinud.

c) viisimääruseks (adverbial of manner) eessõnadega *by, in, without*:

The day was spent **in reading.**
Päev kulus lugedes.

d) põhjusmääruseks (the adverbial of cause) eessõnadega *for, for fear of, owing to*:

She couldn't sleep **for worrying.**
Ta ei saanud magada, kuna muretses.

e) tingimusmääruseks (the adverbial of condition) eessõnadega *but for, in case, without*:

But for meeting you I wouldn't have learned about it.
Kui ma poleks sind kohanud, ei oleks ma sellest teada saanud.

Infinitiivi ja gerundiumi kõrvutamine
The infinitive and the gerund compared

Paljude tegevuse algust või kestvust ja tundeid ning kavatsust väljendavate verbide, näit. *to begin, to cease, to continue, to forget, to hate, to intend, to learn, to like, to love, to need, to neglect, to omit, to prefer, to regret, to remember, to start, to stop, to try* jt. järel võib kasutada nii infinitiivi kui ka gerundiumi. Kasutamisel tuleb silmas pidada, et gerundiumil on üldisem, abstraktsem, infinitiivil aga spetsiifilisem, mingi eriolukorraga seotud tähendus:

The students were told they could begin **writing**, and they began **to write** (their compositions).
Üliõpilastele öeldi, et nad võivad alustada kirjutamist, ning nad hakkasid kirjutama (oma kirjandit).

The buses have ceased **to run** (for today).
Bussid ei käi enam (täna).
The buses ceased **to run** (for a long time).
Bussiühendus katkes (kauaks ajaks).

Mõnikord sõltub valik mõttest, mida tahetakse väljendada:

The infinitive	The gerund
1. **to stop** He stopped **to smoke.** Ta jäi seisma, et suitsu teha. (Mis eesmärgil?)	He stopped **smoking.** Ta lõpetas suitsetamise. (Tegevuse lõpp.)
2. **to go on** The teacher went on **to explain** the new rule. Õpetaja jätkas, et selgitada uut reeglit. (Uus aste tegevuste seerias.)	The teacher went on **explaining** the rule. Õpetaja jätkas reegli selgitamist. (Tegevuse jätkamine.)
3. **to forget** I forgot **to inform** him. Ma unustasin teda informeerida. (Midagi teha unustama.)	I'll never forget **meeting** him. Ma ei unusta kunagi temaga kohtumist. (Tegevuse mälus säilitamine.)
4. **to remember** Please remember **to buy** stamps. Palun ära unusta marke osta. (Mitte unustama.)	I remember **meeting** him. Mul on meeles temaga kohtumine. (Tegevuse mälus säilitamine.)
5. **to regret** I regret **to inform** you that... Mul on kahju informeerida teid, et... (Samaaegne tegevus.)	I regret **following** your advice. Kahetsen, et järgisin sinu nõuannet. (Eelnenud tegevus.)

Märkus 1. Gerundiumi ei kasutata:

a) kui verbi pöördeline vorm on kestvas ajas:

It's beginning **to rain.**
Hakkab vihma sadama.

b) verbidega *to understand, to see* (=to understand), *to wish, to want* (=to wish):

He began **to understand** the situation.
Ta hakkas olukorrast aru saama.

c) kui lause alus tähistab eluta olendit:

The floor began **to creak.**
Põrand hakkas kriuksuma.

Märkus 2. Paljud verbid esinevad ainult koos gerundiumiga, näit. *to excuse, to postpone, to mind* (eitavas ja küsivas vormis), *cannot (can't) help*:

Excuse my **coming** late.
Vabandage, et hilinesin.

Exercise 1

Change each of the following sentences as shown in the model.

Model: It's fun to cook.
Cooking is fun.

1. It takes skill and experience to be a good teacher. 2. It's difficult to tell someone bad news. 3. It isn't easy to teach patiently. 4. It takes years of practice to become a good pianist. 5. It's convenient (mugav) to pay by check.

Exercise 2

Complete the sentences with the gerunds formed from the underlined words. Then translate the sentences into Estonian.

Model: Is he a language teacher?
Yes, he has a lot of experience in **teaching.**

1. I want to study English. I'm interested in .... English as a second language. 2. He reads all the time. He seems to get great satisfaction from .... 3. Did you hear Mr Brown lecture yesterday? He's very good at .... 4. It is my pleasure to introduce our guest speaker. I take great pride in .... him. 5. Was his request for a leave of absence approved? I don't know. The head of the Department is responsible for .... it.

Exercise 3

Use the gerund of the verb in brackets.

1. (To sit) here in the sun is very pleasant. 2. My greatest pleasure is (to sit) here in the sun. 3. I enjoy (to sit) here in the sun. 4. Every year I look forward to (to sit) here in the sun. 5. Do you like (to sit) here in the sun? 6. I don't mind your (to sit) here in the sun at all. 7. Georgie has always been slow in (to make) decisions. 8. He kept on (to stand). 9. I can't excuse his (to be) rude to the old woman. 10. She insisted on (to treat) like an equal. 11. I have come to apologize for (to cause) so much trouble. 12. My coat needs (to iron). 13. This film is worth (to see).

Exercise 4

Complete the sentences, using gerunds.

Model: My doctor advised me to give up... (to eat chocolates).
My doctor advised me to give up **eating** chocolates.

1. We had to put off ... (to go abroad). 2. That company specializes in ... (to make furniture). 3. I must apologize for ... (to be so late). 4. We had to put up with (leppima) ... (to travel on a slow train). 5. You seem to be very fond of ... (to point out people's faults). 6. I would never think of ... (to go to Alaska for a holiday). 7. Who is responsible for ... (to lock the building at night)? 8. He doesn't take any interest in ... (to do the same thing day after day). 9. There's one thing I dislike about him: he will never admit to ... (to make a mistake). 10. I think that is what he said, but I can't swear to ... (to hear him correctly).

Exercise 5

State the functions of the gerund. Translate the sentences into Estonian.

1. Would you mind taking off your cap? 2. He was able to look at me without meeting my eyes. 3. He was faced with the problem of cooking something. 4. He closed the door and began reading. 5. She gave up the idea of making coffee. 6. He remembered having heard something about it. 7. They couldn't understand how he had succeeded in deceiving them. 8. She cannot help making mistakes.

Exercise 6

Point out the constructions with the gerund and translate them into Estonian.

1. Your sentences, Tom, if you don't mind my saying so, are generally badly built. 2. May I open the window? Of course. I have no objection to your opening the window. 3. Did he say he wrote the composition without help? Yes, but somehow I'm doubtful about his writing such a brilliant composition by himself.

Exercise 7

Replace the underlined words by a gerund construction.

Model: I didn't remember that he had said any such thing.
I didn't remember him/his saying/having said any such thing.

1. The teacher suggested that I should try the examination again in two weeks. 2. I don't remember that I actually promised to help you. 3. Surely he won't deny that he was there on that occasion? 4. No one doubted that he was sincere in his belief. 5. I can't imagine that she would ever agree to such a proposition. 6. The policeman reported that he had seen a dark car parked outside the bank. 7. Fancy that I meet you here today! 8. The student admitted that he had used a crib (spikker).

Exercise 8

Paraphrase the following sentences so as to explain the difference in meaning between the two members of each pair.

Model: a) I remembered **to fill** up the form.
I remembered that I had to fill up the form, so I filled it up.
b) I remember **filling** up the form.
I filled up the form, and I remember having done so.

1. a) She forgot to wake me this morning.
   b) She forgot about waking me.
2. a) I regret to tell you this story.
   b) I regret telling you this story.
3. a) He tried to turn the key another way.
   b) He tried turning the key another way.
4. a) That young boy wants to watch.
   b) That young boy wants watching.
5. a) He taught me to ride.
   b) He taught me riding.

Kesksõna
The participle

Inglise keeles on 2 kesksõna e. partitsiipi: oleviku kesksõna (the present participle / the -ing participle / V_{ing}) ja mineviku kesksõna (the past participle / the -en participle / V_{en}), mis tavaliselt esinevad fraasides, kas üksikult või koos laienditega:

He went away **whistling.**
Ta läks ära vilistades.

Opening the drawer he took out a box.
Avades sahtli, võttis ta välja karbi.

Cleared, the room will look nicer.
Kui tuba on koristatud, näeb ta kenam välja.

I want **the letter posted** at once.
Ma tahan, et kiri pandaks kohe posti.

OLEVIKU KESKSÕNA
THE -ING PARTICIPLE

Oleviku kesksõnal on järgmised vormid:

Vorm Form	Aktiiv Active	Passiiv Passive
Lihtvorm Simple form	coming (sihitu verb) keeping (sihiline verb)	— being kept
Perfektivorm Perfect form	having come having kept	— having been kept

Liht- ja perfektivormide vastandamine tabelis näitab korrelatsiooni kategooriat ehk nende vormidega väljendatud ajasuhete relatiivsust.

Lihtvormid väljendavad tegevust, mis on samaaegne verbi pöördelise vormiga tähistatud tegevusega olevikus, minevikus või tulevikus:

Being a student he is interested in foreign languages.
was
will be
Olles üliõpilane, ta tunneb/tundis huvi võõrkeelte vastu.

Perfektivormid väljendavad tegevust, mis eelneb verbi pöördelise vormiga väljendatud tegevusele (olevikus, minevikus või tulevikus):

Having put his hat on, he left the room.
Kaabu pähe pannud, lahkus ta toast.

Having been bitten twice, she was afraid of dogs.
Saanud kaks korda hammustada, ta kartis koeri.

Sihilistest verbidest moodustatud oleviku kesksõnal on 2 tegumoodi — aktiiv ja passiiv:

I know the girl **translating** this book.
Ma tunnen tüdrukut, kes tõlgib seda raamatut.

The book **being translated** by this girl is very dull.
Raamat, mida tõlgib see tüdruk, on väga igav.

Having translated the book, she took it to the publisher.
Raamatu ära tõlkinud, viis ta selle kirjastajale.

Having been translated by a beginner, the book didn't sell well.
Olles tõlgitud algaja poolt, ei olnud raamatul minekut.

Oleviku kesksõna funktsioonid
The functions of the -ing participle

Oleviku kesksõna (tavaliselt fraasi osa) võib olla lauses:

1. täiendiks (the attribute):

She looked at the **smiling** man. (eeslaiend)
Ta vaatas naeratavale mehele otsa.

She took a box **containing** (= which contained) sugar. (järellaiend)
Ta võttis karbi, kus oli suhkur.

Järellaiendina kasutatud oleviku kesksõnafraas on siin täiendiliseks lauselühendiks (the attributive -ing clause), asendades täiendlauset.

2. pöördsõnalise liitöeldise osaks (part of the compound verbal predicate), eriti pärast passiivis olevaid verbe *to see, to hear, to feel, to find, to catch, to keep* ja *to leave*:

A man was seen **standing** close by.
Lähedal nähti üht meest seismas.

She was heard **playing** the piano.
Teda kuuldi klaverit mängimas.

We were left **waiting** at the door.
Meid jäeti ootama ukse juurde.

3. öeldistäiteks (the predicative, tavaliselt adjektiviseerunud kesksõnad):

The story was **amusing.**
Jutt oli naerma ajav.

The result was **surprising.**
Tulemus oli üllatav.

We remained **standing.**
Me jäime seisma.

4. määruseks (the adverbial):

a) ajamääruseks (the adverbial of time):

Having washed her hands, she went downstairs.
Pesnud käed, läks ta trepist alla.

Ajamääruse funktsioonis esineva kesksõnafraasi ees on sageli sidesõna *while* või *when*:

While waiting for you (= while I was waiting ...), I watched TV.
Sind oodates ma vaatasin televiisorit.

When going to the University (when I was going ...), I met a friend.
Ülikooli minnes ma kohtasin sõpra.

Näidetes kasutatud kesksõnafraas on määruseliseks lauselühendiks (the adverbial -ing clause), asendades ajamääruslauset.

b) viisimääruseks (the adverbial of manner) või kaasneva olukorra määruseks (the adverbial of attendant circumstances):

She came in **laughing.**
Ta tuli naerdes sisse.

Still laughing, she ran away.
Ikka veel naerdes, jooksis ta minema.

c) põhjusmääruseks (the adverbial of cause):

Being a slender girl, she looked taller than she was.
Olles sale tüdruk, näis ta pikem, kui ta oli.

She turned back, **not knowing where to go.**
Ta pöördus tagasi, teadmata, kuhu minna.

d) võrdlusmääruseks (the adverbial of comparison):

She raised her eyebrows **as if wanting to ask something.**
Ta kergitas kulme, nagu tahaks ta midagi küsida.

5. parenteesiks:

Generally speaking, I didn't like the film.
Üldiselt öeldes, mulle ei meeldinud see film.

Putting it mildly, the play was not a success.
Pehmelt öeldes, näidendil ei olnud menu.

Gerundiumi ja oleviku kesksõna kõrvutamine
The gerund and the -ing participle compared

The gerund	The -ing participle
There was no chance of **learning** the truth.	There was a man **hurrying** down the street.
She turned **at hearing** her footsteps.	**While waiting** for him, she read a book.

Nii gerundium kui ka oleviku kesksõna võivad olla lauses täiendiks ja määruseks. Gerundiumi ees on nendes funktsioonides alati eessõna, kesksõna ees aga mitte kunagi.

In discussing the problem we forgot the time.	**Discussing** the problem, we forgot the time

Ajamääruse funktsioonis on gerundiumi ja oleviku kesksõna tähendused samad.

MINEVIKU KESKSÕNA
THE PAST / -EN PARTICIPLE

Mineviku kesksõnal (verbi 3. põhivorm) on ainult üks vorm (*written, broken, made, filled, locked*), kuid tal on potentsiaalsed tegumoe, aspekti ja korrelatsiooni tähendused, mis olenevad verbi tähendusest, millest ta on moodustatud, samuti kontekstist:

The **fallen** leaves were under the trees. (aktiivi tähendus)
Langenud lehed olid puude all.

The problem is **solved.** (passiivi tähendus)
Probleem on lahendatud.

We went to the **demolished** house. (eelnev tegevus)
Me läksime lammutatud majani.

Mineviku kesksõna funktsioonid
The functions of the past / -en participle

Mineviku kesksõna (tavaliselt fraasi osa) võib lauses olla:

1. täiendiks (the attribute):

   He is a **gone** man. (eeslaiend)
   Ta on kadunud mees.

   The last letter **received** (=which was received) from him was dated July 5. (järellaiend)
   Temalt viimati saadud kiri kandis 5. juuli kuupäeva.

   Järellaiendina kasutatud mineviku kesksõnafraas on siin täiendiliseks lauselühendiks (the attributive -en clause), asendades täiendlauset.

   Täiendina kasutatud kesksõnafraas võib olla eraldatud sõnast, mida ta laiendab, asetsedes kas lause algul, keskel või lõpus:

   Greatly excited, the children went home (=the greatly excited children . . .)
   Väga erutatud, läksid lapsed koju.
   The children went home, **greatly excited.**
   The children, **greatly excited,** went home.

2. öeldistäiteks (the predicative):

   The door was not **locked.**
   Uks ei olnud lukus.

3. määruseks (the adverbial):

   a) ajamääruseks (the adverbial of time), tavaliselt sidesõnadega *when* ja *until*:
   I won't go **until asked** (= until I am asked) — määruseline lauselühend, asendab ajamääruslauset.
   Ma ei lähe enne, kui mind palutakse.

   b) tingimusmääruseks (the adverbial of condition), tavaliselt sidesõnadega *if* või *unless*:

   I will go **if asked.** (= if I am asked.)
   Ma lähen, kui mind kutsutakse.

   She did not speak **unless spoken to.**
   Ta ei rääkinud, kui teda ei kõnetatud.

   c) mööndusmääruseks (the adverbial of concession), tavaliselt sidesõnadega *though* või *although*:

   The tablecloth, **though stained in some places,** looked clean enough.
   Kuigi laudlinal olid mõnes kohas plekid, näis ta siiski puhas.

   d) võrdlusmääruseks (the adverbial of comparison), tavaliselt sidesõnadega *as if, as though*:

   She laughed, **as if fascinated by the film.**
   Ta naeris, nagu paeluks teda film.

KONSTRUKTSIOONID KESKSÕNAGA
CONSTRUCTIONS WITH THE PARTICIPLE

Kesksõna kasutatakse järgmistes konstruktsioonides:
1) konstruktsioon «sihitis kesksõnaga» (the object with the participle) ja
2) iseseisev kesksõnaline konstruktsioon (the absolute participle construction).

Konstruktsioon «sihitis kesksõnaga»
The object with the participle construction

Konstruktsioon «sihitis kesksõnaga» koosneb nimi- või asesõnast sihitise funktsioonis ja kesksõnafraasist (oleviku või mineviku kesksõna, millel võivad olla laiendid):

NF + V_{ing} / V_{en}

I saw **Albert / him playing** basketball.
Ma nägin Albertit / teda korvpalli mängimas.

I would like **it done** right away.
Ma tahaksin, et seda tehtaks otsekohe.

Konstruktsioonis «sihitis kesksõnaga» on kesksõna sihitise täiteks (the object complement), kogu konstruktsioon aga liitsihitiseks (vt. Konstruktsioon «sihitis infinitiiviga»). Kesksõnad sihitise täitena on leksikaalselt sõltuvad — neid kasutatakse pärast teatud verbe.

Oleviku kesksõna esineb tavaliselt sihiliste verbide *to see, to hear, to feel, to smell, to leave, to find, to imagine, to keep, to have* jt. järel, mida kasutatakse otsesihitisega, kuid ka verbide *to listen* ja *to look* järel, mida kasutatakse eessõnalise sihitisega:

She felt **the old lady looking** at her.
Ta tundis, et vanem daam vaatab teda.

I smell **something burning.**
Ma tunnen, et midagi kõrbeb.

We listened to **the wind blowing** outside.
Me kuulasime, kuidas tuul väljas puhus.

He had **me swimming** in a week.
Ta pani mu nädalaga ujuma.

Märkus. Verbide *to see, to hear, to feel* jt. järel võib esineda ka infinitiiv. Vrd.:

I saw **the boy climb** the tree. (fakt)
Ma nägin poissi puu otsa ronivat.

I saw **the boy climbing** the tree. (protsess)
Ma nägin poissi puu otsa ronimas.

Mineviku kesksõna esineb sageli pärast sihilisi verbe *to want, to wish, to find, to have, to get, to make* jt.:

I want **the letter posted** at once.
Ma tahan, et kiri kohe posti pandaks.

They found **the door / it locked.**
Nad leidsid, et uks on lukus.

I had **my hair cut.**
Ma lasksin juukseid lõigata.

You must have **your hair done.**
Sa pead laskma endale soengu teha.

Iseseisev kesksõnaline konstruktsioon
The absolute participle construction

See konstruktsioon koosneb kahest teineteisest sõltuvast elemendist — nominaalsest ja verbaalsest. Nominaalseks elemendiks on nimisõna üldkäändes või asesõna alusekäändes, verbaalseks elemendiks oleviku või mineviku kesksõna. Koos moodustavad nad konstruktsiooni, mis on lauses määruseks. Nominaalne element on kesksõna aluseks, kuid mitte kogu lause aluseks:

$$\underline{NF + V_{ing} / V_{en}}$$

He watched her for a bit, **a smile showing round the curly stem of the pipe he was biting.** (*He* — lause alus, *a smile* — kesksõna alus)
Ta vaatas teda mõnda aega, naeratus paistmas ümber kõvera piibupära, mida ta näris.

We sat silent, **his eyes fixed on his shoes.** (*We* — lause alus, *his eyes* — kesksõna alus)
Me istusime vaikides, tema üksisilmi oma kingi vahtides.

Iseseisev kesksõnaline konstruktsioon erineb tavalisest kesksõnafraasist. Kesksõnafraasis on lause alus seotud nii öeldisverbi kui ka kesksõnaga. Iseseisva kesksõnalise konstruktsiooni puhul on lause alus seotud ainult öeldisverbiga. Vrd.:

Standing in the aisle, she looked at the screen. (*she* — lause alus, kesksõnafraasil puudub alus)
Vahekäigus seistes heitis ta pilgu ekraanile.

Iseseisev kesksõnaline konstruktsioon võib esineda eessõnaga *with*:

She sat in the armchair, **with Robert standing at the fireside.**
Ta istus tugitoolis, Roberti seistes kamina ees.

I listened to him **with my eyes closed.**
Ma kuulasin teda suletud silmi.

Eristatakse ka iseseisvat konstruktsiooni, kus puudub kesksõna. Sellisel juhul on konstruktsiooni teiseks elemendiks adjektiiv, eessõnaline fraas või adverb:

She listened to him, **her face pale.**
Ta kuulas teda, nägu kahvatu.

He was waiting for her, **(with) his pipe in his mouth.**
Ta ootas teda, piip suus.

The show over, they left the house at once.
Kui etendus oli lõppenud, lahkusid nad kohe.

Iseseisev kesksõnaline konstruktsioon on iseloomulik ilukirjanduslikule ja teaduslik-tehnilisele stiilile.

Iseseisva kesksõnalise konstruktsiooni funktsioonid
The functions of the absolute participle construction

Iseseisvad kesksõnalised konstruktsioonid on lauses enamasti aja-, põhjus-, kaasneva olukorra või tingimusmääruseks ja neid on tavaliselt võimalik asendada vastava määruslausega:

The netbag having been found (=when the netbag was found), they set out. (adverbial of time)
Kui võrkkott oli leitud, asusid nad teele.

She couldn't read, **the old lady watching her.** (of cause)
Ta ei suutnud lugeda, sest vana naine jälgis teda.

They sat in the park, **the moon shining above them.** (of attendant circumstances)
Nad istusid pargis ja kuu paistis nende kohal.

Weather permitting, we shall start tomorrow. (of condition)
Kui ilm lubab, asume homme teele.

Exercise 1

Insert the **-ing** participle of the verb suggested on the left as a premodifier of the noun in the sentence on the right.

Model: to smile — We looked at **the man.**
We looked at **the smiling man.**

1. to set — We watched the sun.
2. to fall — I saw a number of stars.
3. to sing — They watched the girl.
4. to laugh — The children rushed in.
5. to bark — Dogs don't always bite.

Exercise 2

Insert the **-en** participle of the verb suggested on the left as a premodifier of the noun in the sentence on the right.

Model: to lose — **The button** was found.
The lost button was found.

1. to close — The door did not look very inviting.
2. to boil — We ate potatoes.
3. to defeat — The team left the field.
4. to shatter — The glass lay in fragments all over the floor.
5. to complete — The project was a great success.

Exercise 3

Insert the participle phrases after the noun in the sentence on the right.

Model: written by hand — It's hard to read letters.
It's hard to read letters **written by hand.**

1. derived from Latin — There are many words in English.
2. standing on the corner — Do you see the man?
3. posted last week — The letter did not arrive.
4. flying through the air — The objects caught my attention.
5. brought from China — I saw a nice tea cup.

Exercise 4

Combine the following pairs of sentences into one statement using
a) an adverbial clause of time with **while,** and
b) **while + -ing participle.**

Model: He was shaving. He cut himself.
While he was shaving, he cut himself.
While shaving, he cut himself.

1. She was reading. She remembered her appointment. 2. Gloria was getting dressed. She kept looking at the clock. 3. He was running for the bus. He got out of breath. 4. Mr. Brown was eating fish. He got a bone in his throat. 5. We were walking in the park. We admired the moon.

Exercise 5

Point out the **-ing** participles, and state their forms and functions. Then translate the sentences into Estonian.

1. Her voice is pleasing. 2. Having finished his work, he went home. 3. The woman cleaning the windows is my aunt. 4. He goes through the box looking for a can opener. 5. Many people, living in the country, work in the garden. 6. He tried to put on the overcoat hanging in the closet. 7. Having finished cooking, he washed his hands. 8. She was the most pleasing person. 9. You have a standing invitation to come with us at any time.

Exercise 6

Point out the **-en** participles and state their functions. Then translate the sentences into Estonian.

1. I was more delighted than I wanted to show. 2. We discussed an almost forgotten theory. 3. She was much pleased. 4. He took the towel neatly folded over the back of a kitchen chair. 5. Why are you keeping this faded rose in the vase? 6. The castle, burnt down in the fourteenth century, was never rebuilt. 7. They had the road mended.

Exercise 7

Read the first statement. Complete the second statement with the appropriate complement (noun + **-ing** participle).

Model: The wind was blowing. They felt . . .
They felt **the wind blowing.**

1. The man was working. We watched . . . 2. The teacher was talking. We hear . . . 3. The train was moving. They felt . . . 4. The dinner is burning. I smell . . . 5. The children were playing. I watched . . . 6. The students were laughing. The teacher heard . . . 7. The people were leaving the restaurant. The doorman watched . . . 8. The boy was running away. He saw . . .

Exercise 8

Read the first statement. Complete the second statement with the appropriate complement (noun + **-en** participle).

Model: Clean the house. Have . .
Have **the house cleaned.**

1. Do this job. Get . . . 2. Register the letter. Get . . . 3. Clean your suit. Have . . . 4. Mend the jacket. Have . . . 5. The TV was fixed. I had . . . 6. The walls have been papered. I had . . . 7. The book is being published. He's having . . . 8. His shoes are being repaired. He's having . . . 9. His work is done. He got . . . 10. The horse is clean. I got . . .

Exercise 9

Transform the following sentences as shown in the model. Note that the verb in the transformed sentence is in the passive voice.

Model: They saw **a man standing** close by.
A man was seen standing close by.

I found **the glass broken.**
The glass was found broken.

1. We left them looking at each other. 2. He found the knife hidden in a drawer. 3. I heard them talking. 4. She saw them working upstairs. 5. He left his bag lying on the chair. 6. I found the house rebuilt. 7. He heard his name mentioned.

Exercise 10

Point out the absolute constructions and state their functions. Then translate the sentences into Estonian.

1. He couldn't just go on talking, with nobody helping to make it a proper conversation. 2. I listened to him with my eyes closed. 3. I found her older, the face still pretty. 4. The wind being favourable, our yacht will come first. 5. It being pretty late, they decided to postpone the meeting. 6. He sat silent, his long legs stretched out. 7. This done, we relaxed. 8. She turned pale, with her lips tightly compressed.

Exercise 11

Replace the underlined parts by absolute constructions.

Model: As the gate was open, he went in.

The gate being open, he went in.
When the work was done, he smiled.

The work done, he smiled.

1. When the work had been done, he sat down to rest. 2. If the weather permits, we shall go yachting tomorrow. 3. As his wife was visiting her relatives, he decided to play cards. 4. As my friend was ill, I could not go to the party. 5. When the work was done, they went home. 6. We sat there, the wind was shaking the trees. 7. When the party was over, we put our coats on. 8. There was very little time left, I had to hurry.

Exercise 12

Translate into English using a participle or a participial construction in each sentence.

1. Inglise keeles on palju sõnu, mis on laenatud (to borrow) teistest keeltest. 2. Me istusime mere ääres, vaadeldes loojuvat

päikest. 3. Laual oli palju karpe, mis sisaldasid postkaarte. 4. Keetmise lõpetanud, pesi ta käed puhtaks. 5. Ma kuulsin ema köögis pottide ja pannidega kolistamas (to rattle). 6. Ma tunnen, et lõunasöök kõrbeb. 7. Lase mu kingad ära parandada. 8. Ma leidsin, et taldrik on katki. 9. Neid kuuldi rääkimas. 10. Ta istus vaikselt, pikad jalad välja sirutatud (to stretch out). 11. See töö tehtud, otsustasin ma hakata tube koristama. 12. Kui loeng oli lõppenud, läksime kiiresti kohvikusse. 13. Lase oma juukseid lõigata.

Exercise 13

Insert **not** + **-ing** participle or **without** + gerund.

1. He put the paper aside — (to say) anything. 2. — (to be able to prove) it, he dropped the whole business. 3. He won't leave the town — (to see) you. 4. — (to know) what to say, he turned red. 5. They walked — (to speak) for a short while. 6. He stopped, — (to know) how to continue.

Exercise 14

Point out the gerunds and the **-ing** participles in the following sentences and state their functions. Then translate the sentences into Estonian.

1. Later, passing each other in the hall, they exchanged cold glances. 2. Every beginning is difficult. 3. I don't think you'll have much trouble locating it. 4. He came in, unbuttoning his coat. 5. This view is charming. 6. Having found the journal, he began reading it. 7. The letter having been written, he went for a walk. 8. I heard him entering. 9. After having given his lesson, he had his dinner. 10. His only amusement is reading. 11. Please excuse my troubling you. 12. Let sleeping dogs lie. 13. On leaving the town he decided to make a fresh start in life. 14. Believing him to be honest, I lent him some money. 15. I like swimming. 16. Standing there all day, he saw some very strange people. 17. Standing here all day makes me very tired.

Exercise 15

Use the gerund or the **-ing** participle of the verb in brackets. Translate the sentences into Estonian.

1. I want to catch the 7. a. m. train. But that means (to get) up at 6 o'clock, and you're not very good at (to get) up early, are you? 2. He saw me (to copy) the story. 3. After (to spend) a week (to argue) about where to go for their holidays, they decided not to go anywhere. 4. He is talking about (to give) up his job and (to go) to live in the North. 5. He said, «I'm terribly sorry for (to keep) you (to wait).» I said, «It doesn't matter at all,» but he went on (to apologise) for nearly three minutes. 6. When

I caught them (to cheat — petma) me, I stopped (to buy) gas (bensiin) at that filling station. 7. I don't mind (to travel) by bus, but I hate (to stand) in queues. — I don't care for (to queue) either; and you waste so much time (to wait) for buses. I think it's better to take a taxi. 8. By (to make) mistakes we all learn something. 9. I, (to sit) in my armchair, saw a man (to approach) our gate. 10. The man entering the room saw the old lady (to sit) in an armchair. 11. On (to enter) the room the man saw the old lady (to knit) a pullover.

Exercise 16

Use the gerund, the infinitive or the -ing participle of the verb in brackets. Translate the sentences into Estonian.

1. Would you like (to come) to a lecture on Benjamin Britten tonight? — No, thanks. I like (to listen) to music but I don't like (to listen) to people (to talk) about it. 2. The inspector asked (to see) my ticket and when I wasn't able (to find) it he made me (to buy) another. — He probably suspected you of (to try) (to travel) without one. 3. Would you boys mind (to keep) quiet for a moment? I'm trying (to write) a letter. Oh, it's no use (to ask) children (to keep) quiet. They can't help (to make) a noise. 4. What about (to go) on a picnic with them, Jane? — No, thanks. I'm very willing (to cut) sandwiches for them but I've no intention of (to go) with them. 5. They don't allow (to smoke) in the auditorium; they don't want (to risk) (to set) it on fire, but you can (to smoke) in the corridor. 6. I'm delighted (to hear) that you can come on Friday. We are all looking forward (to see) you. Remember (to bring) your swimming suit. 7. If you want the milkman (to leave) you milk in the morning, remember (to put) a milk bottle outside your door.

NIMISÕNA
THE NOUN

Nimisõnade tuletamine
Derivation of nouns

Oma tuletamisviisilt jagunevad nimisõnad järgmiselt:

1. **lihtnimisõnad:** girl, love, house, window, night, joke, sledge;
2. **sufikseid sisaldavad nimisõnad:** baker, tourist, operation, experience, freedom, childishness, possibility;
3. **prefikseid sisaldavad nimisõnad** (neid on inglise keeles vähe): misfortune, discontent, co-pilot, ex-husband;
4. **liitnimisõnad:** sunrise, weekend, windmill, headache, armchair, blockhead, girl-friend, self-control, door-handle, merry-go-round;
5. **konversiooni teel saadud nimisõnad** (s. o. teistest sõnaliikidest ilma sufiksiteta tuletatud):

This museum is a real **find.**
See muuseum on tõeline leid.

He gave me a **lift** back to town.
Ta viis mind oma autoga linna tagasi.

The new **help** left after a week.
Uus abiline lahkus nädala pärast.

Let's go for a **swim!**
Lähme ujuma!

Inglise keeles on peamine nimisõnade tuletamisviis nimisõnade tuletamine teistest sõnaliikidest sufiksite abil (sufiksatsioon). Tähtsamad nimisõnu tuletavad **sufiksid** on:

-er, -or	teacher, farmer, instructor, director
-ist	novelist, realist, chemist, careerist
-ics	electronics, ceramics, mathematics
-ism	realism, criticism, heroism
-ion, -ation	creation, connection, examination
-ing	meaning, building, washing
-ness	tenderness, kindness, cleverness
-let	booklet, droplet, eyelet
-ment	development, government, excitement
-ee	trainee, deportee, absentee

-dom	freedom, kingdom, wisdom
-ence, -ance	reference, experience, assistance
-ess	actress, princess, waitress
-hood	manhood, childhood, adulthood
-ity	humanity, reality, speciality
-ship	friendship, studentship, hardship
-th	length, strength, growth

Exercise 1

Read and translate into Estonian the following compound and derivate nouns.

1. manservant, earthquake, flashlight, bloodtest, knitwear, handwriting, handcuffs, snowflake, homework, windmill, facecloth, ashtray, songwriter, scarecrow, paperback, brainwashing, blockhead, rattlesnake, bloodstrain, taxpayer, pickpocket;
2. baby-sitter, shirt-sleeves, factory-worker, bread-crumb, handbag, flower-bed, wedding-ring, ear-ring, money-order, mad-doctor, blood-poisoning, apple-tree, mother-in-law, forget-me-not, son-in-law, washing-machine, wrist-watch, woman-doctor, reach-me downs;
3. tigress, hostess, poetess, possession, permission, physics, poetics, knighthood, motherhood, pacifism, baptism, extremism, hooliganism, Darwinism, fatalist, accompanist, pianist, ownership, worship, worshipper, employment, employer, employee, Londoner.

Nimisõnade liigitus
Classification of nouns

Tähenduse järgi jagunevad nimisõnad järgmiselt:

I **Pärisnimed** (proper nouns):

John, Sam, Johnson, London, the United States of America, September, Thursday, Christmas, Madison Avenue, the Himalayas, the Danube

II **Üldnimed** (common nouns):

1) **loendamatud nimisõnad** (non-count nouns) — neil puudub mitmuse vorm, neid ei kasutata üldiselt umbmäärase artikliga; tähenduselt on nad põhiliselt ainenimed ja abstraktsed sõnad:
   gold, water, snow, furniture, youth, economy, time, space, reading, shopping, warmth, grass, humour, anger, behaviour, progress, weather, money, information, luck, harm, poetry, fun;
2) **loendatavad nimisõnad** (count nouns) — neil on ainsuse ja mitmuse vorm, neid võib kasutada umbmäärase artikliga, oma tähenduselt on nad kas konkreetsete esemete või olendite nimed või kogunimed, s. o. ühte liiki olendite või esemete terviklikku kogu tähistavad nimisõnad:
   bottle, chair, finger, word, remark, lamp, dish, piano, box, teacher, thief, goose, wolf, family, flock, team;
3) **sõnad, mis** olenevalt oma tähendusvarjundilt **on kas loendamatud või loendatavad:**

the non-count usage	the count usage
1) She was a woman of great **beauty.** Ta oli väga ilus naine.	1) Peggy was a real **beauty.** Peggy oli tõeline iludus.
2) Wrap it in **paper!** Paki see paberisse!	2) Buy an evening **paper!** Osta õhtuleht!
3) **Light** travels faster than sound. Valgus liigub kiiremini kui hääl.	3) Switch on the **lights!** Lülita tuled sisse!
4) There is **lamb** on the menu. Menüüs on lambaliha.	4) Mary had a little **lamb.** Maryl oli väike tall.
5) He did all he could to win her **favour.** Ta tegi kõik mis suutis, et võita tüdruku poolehoidu.	5) Do me a **favour,** will you? Palun tee mulle üks teene.
6) Peggy's **hair** is brown. Peggy juuksed on pruunid.	6) I have already some grey **hairs.** Mul on juba mõned hallid juuksed.

Loendamatut nimisõna sisaldava nimisõnafraasi saame muuta loendatavaks lisades **hulgasõna:**

a **drop** of water, oil, blood
a **piéce** of paper, information, advice, furniture
a **bit** of advice, information, luck, news, fun
an **item** of news
a **kilo** of sugar, salt, flour
a **bar** of chocolate, soap, gold
a **blade** of grass
a **heap** of earth
a **lump** of goal, sugar

a **sheet** of paper
a **slice** of bread, cake
a **loaf** of bread
a **bag** of flour
a **bottle** of milk, wine
a **basket** of fruit
a **sack** of coal, cement, flour
a **fit** of anger, coughing, laughter
a **burst** of applause, anger
a **month** of hard work, rest

Nimisõna mitmuse vorm
The plural form of the noun

Nimisõnal on kaks arvu: ainsus (the singular) ja mitmus (the plural). Ainsuse vorm tähistab üht eset, mitmuse vorm kaht või enamat eset (*a lamp — two lamps, several lamps*).

Mitmuse moodustamiseks lisatakse üldreeglina nimisõnale lõpp **-s:** *a secret — secrets, a toy — toys, a flower — flowers.* Lõppu -s hääldatakse [s] helitute kaashäälikute järel (näit. *roofs* [ru:fs], *lips* [lips]) ja [z] täishäälikute ning heliliste kaashäälikute järel (näit. *boys* [bɔiz], *answers* [a:nsəz], *beds* [bedz] *tables* [teiblz]).

Kui nimisõna lõpul on **-s, -ss, -x, -sh, -ch,** siis lisatakse mitmuse moodustamiseks lõpp **-es:** *a bus — buses, a lass — lasses, a box — boxes, a dish — dishes, a sandwich — sandwiches.* Lõppu -es loetakse [iz] (näit. *buses* [bʌsiz], *foxes* [fɔksiz]).

Lõpu **-(e)s** hääldamine

[z]	[s]	[iz]
shoes	carrots	classes
letters	dentists	pages
beds	tickets	diseases
beans	weeks	cabbages
windows	gates	changes
bills	drops	pauses
times	cakes	batteries
towns	results	faces
tables	lipsticks	radishes
twins	roofs	horses
baths	months	touches
oaths	smiths	houses

Mõnedes nimisõnades toimuvad tähemuutused mitmuse lõpu lisamisel:

Muudetud tüvelõpuga sõnad	Muutuseta tüved
(kaashäälik +) y → -ies	(täishäälik +) y → -ys
city — cities	way — ways
army — armies	key — keys
spy — spies	toy — toys
baby — babies	monkey — monkeys
duty — duties	play — plays
family — families	boy — boys
-o → -oes	**-o → -os**
echo — echoes	radio — radios
negro — negroes	studio — studios
potato — potatoes	kilo — kilos
tomato — tomatoes	photo — photos
embargo — embargoes	piano — pianos
veto — vetoes	zero — zeros
-f(e) → -ves [vz]	-f → -fs [fs]
leaf — leaves	roof — roofs
thief — thieves	hoof — hoofs
loaf — loaves	chief — chiefs
calf — calves	scarf — scarfs/scarves
half — halves	staff — staffs
shelf — shelves	cliff — cliffs
wolf — wolves	skiff — skiffs
self — selves	handkerchief — handkerchiefs
knife — knives	safe — safes
life — lives	still life — still lifes

Vanemast inglise keelest säilinud erandlikud mitmuse vormid:

ainsus	mitmus
man	men
woman	women
tooth	teeth
foot	feet
goose	geese
mouse	mice
ox	oxen
child	children
sheep	sheep
deer	deer
swine	swine

Suur osa ladina ja kreeka päritoluga laensõnu on säilitanud oma algupärase mitmusevormi:

ainsus	mitmus
analysis [ə'nælisis]	analyses [ə'nælisi:z]
antenna [æn'tenə]	antennae [æn'teni:], antennas
bacillus [bə'siləs]	bacilli [bə'silai]
bacterium [bæk'tiəriəm]	bacteria [bæk'tiəriə]
basis ['beisis]	bases ['beisi:z]
crisis ['kraisis]	crises ['kraisi:z]
criterion [krai'tiəriən]	criteria [krai'tiəriə]
diagnosis [daiəg'nəusis]	diagnoses [daiəg'nəusi:z]
erratum [i'reitəm]	errata [i'reitə]
formula ['fɔ:mjulə]	formulae ['fɔ:mjuli:], formulas
index ['indeks]	indices ['indisi:z], indexes
medium ['mi:diəm]	media ['mi:diə]
nucleus ['nju:kliəs]	nuclei ['nju:kliai]
phenomenon [fi'nɔminən]	phenomena [fi'nɔminə]
series ['siəriəz]	series ['siəri:z]
species ['spi:ʃi:z]	species ['spi:ʃi:z]
spectrum ['spektrəm]	spectra ['spektrə]
synthesis ['sinθisis]	syntheses ['sinθisi:z]
thesis ['θi:siz]	theses ['θi:si:z]
alumnus [ə'lʌmnəs]	alumni [ə'lʌmni:]

Liitsõnades lisandub mitmuse lõpp **-(e)s** põhisõnale, mis tavaliselt on a) liitsõna teine osa, b) mõnikord ka liitsõna esimene osa. Otsese põhisõna puudumisel c) lisandub mitmuse lõpp liitsõna lõppu:

ainsus	mitmus
a) windmill	windmills
schoolgirl	schoolgirls
earthquake	earthquakes
ink-pot	ink-pots
ear-ring	ear-rings
girl-friend	girl-friends
b) editor-in-chief	editors-in-chief
son-in-law	sons-in-law
passer-by	passers-by
looker-on	lookers-on
c) merry-go-round	merry-go-rounds
forget-me-not	forget-me-nots
good-for-nothing	good-for-nothings
grown-up	grown-ups
six-year-old	six-year-olds

Mõnikord on mõlemad liitsõna osad mitmuses:

man-servant	men-servants
woman-doctor	women-doctors

Mõned nimisõnad, mille lõpus on **-s**, on inglise keeles alati ainsuses ja nende järel on verb ainsuse vormis:

1) *news*

What **is** the **news**?
Mis on uudist?

The **news was** surprising.
Uudised olid üllatavad.

Is there any **news** of John?
Kas Johni kohta on uudiseid?

This **is** very good **news**.
See on väga hea uudis.

Märkus. Sõnaga **news** ei kasutata kunagi artiklit **a**.

2) haiguste nimetused *measles, mumps, rickets, shingles* jt.

(The) **measles** is an infectious disease.
Leetrid on nakkushaigus.

Mumps is a children's disease.
Mumps on lastehaigus.

3) teadusharude nimetused, näit. *cybernetics, economics, linguistics, phonetics, physics, statistics:*

Mathematics is not as difficult as some people think.
Matemaatika pole nii raske, kui mõned inimesed arvavad.

Physics is well taught at this school.
Füüsikat õpetatakse selles koolis hästi.

4) mängude nimetused: *billiards, darts, dominoes* jt.

Draughts is a comparatively easy game.
Kabe on suhteliselt lihtne mäng.

Järgmised nimisõnad nõuavad enda järel verbi mitmuse vormis:

1) *cattle, people* (=inimesed), *police, jury, poultry*

People are funny.
Inimesed on naljakad.

The **police are checking** all the cars entering the city.
Politsei kontrollib kõiki linna sisenevaid autosid.

2) kahest ühesugusest osast koosnevate esemete nimetused, näit. *trousers, spectacles, glasses, breeches, scissors, tongs, goggles, pyjamas, rubbers:*

Where **are** my **spectacles**? — They are here.
Kus on mu prillid? — Nad on siin.

Neid võib kasutada ka koos loendatava nimisõnaga *pair*:

I'd like a **pair** of scissors, please.
Ma palun ühe paari kääre.

3) erinevalt eesti keelest on järgmised nimisõnad inglise keeles mitmuses:

The **contents** of that document are not known to me.
Mulle pole teada selle dokumendi sisu.

As soon as I got through the **customs** I saw him.
Niipea kui ma sain tollist läbi, nägin teda.

The **archives** are closed.
Arhiiv on kinni.

The **stairs** are steep.
Trepp on järsk.

His **wages** are high.
Ta palk on kõrge.

This farmer grows **oats** and barley.
See talupidaja kasvatab kaera ja otra.

The example is printed in **italics.**
Näide on trükitud kursiivis.

Those people lived in the **Middle Ages.**
Nood inimesed elasid keskajal.

Many **thanks** for your letter.
Palju tänu su kirja eest.

The **surroundings** of the town are beautiful.
Linna ümbrus on ilus.

Exercise 1

Read and translate the following jokes. Correct the faulty statements.

1. Teacher: What kind of noun is «trousers»?
   Schoolboy: It is an uncommon noun for the upper part of it is singular and the lower — plural.
2. Teacher: An abstract noun is the name of a thing you can think of but which you cannot touch. Who can give me an example? Well, George?
   George: A red hot piece of iron.
3. Teacher: Tell me the plural of «penny».
   Schoolboy: The plural of penny is twopence.
4. The teacher asked a pupil to analyze the sentence «Nelly milks the cow».

The pupil did so, and when he reached the last word he said: «Cow is a common noun, singular in number, and stands for Nelly.»
«Stands for Nelly?» said the teacher. «How is that?»
«If the cow didn't stand for Nelly, how could Nelly milk the cow?» was the reply.

Exercise 2

Read the following phrases. Remember that the ending -s is pronounced [z] after a vowel or a voiced consonant. In all the other cases it is pronounced [s].

A skate — a pair of skates, a bus — several buses, a house — three houses, a rose — a bunch of roses, a box — six boxes, a half — two halves, this car — these cars, a window — a large number of windows, a potato — a sack of potatoes, a room — three rooms, a picture — a collection of pictures, a guest — a great number of guests, a boy and a girl — boys and girls, a friend — a couple of friends.

Exercise 3

Give the plural of the following nouns:

a fly, a baby, a kiss, a country, a kilo, a leaf, a proof, a cliff, a wolf, a tax, a donkey, a woman, a goose, a hedgehog, a journey, a story, a study, a fox, a mouse, a butterfly, a wheelchair, a housewife, an inch.

Exercise 4

Give the singular of the following nouns:

cherries, trays, postmen, possibilities, parents, parishes, theories, pages, feet, zeros, flats, armies, tons, pumpkins, mysteries, edges, eyelashes, roses, teeth, crises, watches, things, libraries, operas, jobs, wishes, horses.

Exercise 5

Make these sentences plural.

Model: Put the vase on the shelf.
Put the vases on the shelves.

1. The boy got an apple, an orange and a chocolate.
2. Put the pencil into the box.
3. We left the key on the table.
4. Take your place in the coach.
5. A nurse and a doctor entered.
6. Put the knife and fork into the drawer.
7. The house wanted painting.
8. He had to give an interview.

9. Jack treats his little brother badly.
10. Did you lock the door?
11. I advise you to see the new film.
12. He can climb a high mountain.
13. Will you give me a two-copeck coin?
14. We drove past a garage and a factory.

Exercise 6

Give the plural of the nouns in brackets.

1. The farmer decided to sell five (sheep), ten (cow) and two (horse).
2. They have six (child), two (boy) and four (girl).
3. I can see (this chimney) from ma bedroom window.
4. (Deer) walked in the park.
5. I am going to buy five (chair) and two (carpet).
6. I have six (blouse), two (dress) and two (skirt).
7. Look at (this lovely red rose)!
8. She told the (boy) (funny story).
9. We walked past two (church) and several (very high building).
10. He bought two (tie) and five (handkerchief).
11. Have you passed you (exam)?
12. I saw some (mouse) in the kitchen.
13. I'll have two (cup of coffee) and some (cake and bun).
14. I didn't buy (this hat), they were too expensive.
15. Do you like (potato) or do you prefer other (vegetable)?
16. My (friend) took me to see two (exhibition). They were not very interesting.
17. The (vase and ash-tray) stood in the middle of the table.
18. He has had three (wife).

Exercise 7

Make the following sentences plural.

Model: A gramophone record breaks easily.
Gramophone records break easily.

1. A dictionary tells us the meanings of words. 2. A book containing maps is called an atlas. 3. An earthquake sometimes does a lot of damage. 4. The man I saw yesterday was a Frenchman. 5. Have you seen the hat I bought last week? 6. A piano has both black and white keys. 7. The man I met was carrying an umbrella. 8. There is a large department store in Oxford Street. 9. There was a tall pine-tree in the garden. 10. Will you please give me a pencil and a sheet of paper? 11. It is usually easier for a child to learn a foreign language than it is for a grown-up. 12. There is a better room upstairs.

Omastav kääne
The genitive case

Inglise keeles on nimisõnadel kaks käänet. Need on **üldkääne** (the common case), mis on käändelõputa, ja **omastav kääne** (the genitive case), millel on oma kindel käändelõpp. Ainsuses olevate nimisõnade omastav kääne moodustatakse üldiselt lõpu **-'s** (ülakoma+s) abil, ent sõnades, mis juba ainsuse üldkäändes on s-lõpulised, võidakse ainsuse omastav kääne moodustada ka üksnes ülakoma abil (*witness's* või *witness'*).

Liitnimisõnade ainsuse omastav kääne moodustatakse **-'s** lisamise teel liitnimisõna viimasele elemendile: *the commander-in-chief's order*. Nimisõnadel, mille mitmuse üldkääne on s-lõpuline, moodustatakse mitmuse omastav kääne ainult ülakoma lisamisega (*the boys' books*), nimisõnadel, millel ei ole s-lõpulist mitmust, **-'s** (ülakoma+s) lisamise teel:

1. Reeglipärase mitmusega sõnad

	singular	plural
common	girl (tüdruk)	girls (tüdrukud)
genitive	girl's (tüdruku)	girls' (tüdrukute)

2. Ebareeglipärase mitmusega sõnad

	singular	plural
common	child (laps)	children (lapsed)
genitive	child's (lapse)	children's (laste)

Lõppu **-'(s)** hääldatakse nagu mitmuse lõppu **-s:**

[z]	[s]	[iz]
John's mother	the cat's tail	the actress's voice
the bull's horns	a week's holiday	Denis's new job
the plan's importance	Jack's girl-friend	Burns's poems
his brothers' room	my parents' car	Charles's wife
workers' tools	his aunt's birth-day	Dickens'(s) novels

Lõpu **-'s** võib lisada ka mitmest sõnast koosnevale grupile omastava tähenduse väljendamiseks:

My uncle and aunt's house is quite near.
Mu onu ja tädi maja on päris ligidal.

That is **someone else's** bicycle.
See on kellegi teise jalgratas.

The teacher of music's violin is here.
Muusikaõpetaja viiul on siin.

Paul and Fred's room is upstairs.
Pauli ja Fredi tuba on ülemisel korrusel.

Aga: **Paul's** and **Fred's** birthdays are in May.
Pauli ja Fredi sünnipäevad on mais.

Nimisõnafraasi abil, mis koosneb omastavas käändes olevast nimisõnast ja sellele järgnevast üldkääṇdes olevast põhisõnast, saab kokkusurutult väljendada terve lause tähendust ja viia see uude lausesse:

Tom has a car.	→	**Tom's car** (is very fast).
Tom arrived.	→	**Tom's arrival** (surprised us).
Tom told a story.	→	**Tom's story** (was long).
Tom is happy.	→	**Tom's happiness** (was obvious).
Tom was released.	→	**Tom's release** (made his mother happy).

Nagu eesti keeles, võib ka inglise keeles omastavat käänet sisaldav nimisõnafraas olla kahetähenduslik:

Tom gave me a present ↘
Tom received a present ↗ **Tom's present**

Omastavas käändes tarvitatakse põhiliselt elusolendeid tähistavaid nimisõnu; teiste nimisõnade puhul väljendatakse omastavat tähendust tavaliselt eessõna **of** sisaldava fraasi abil.

Vrd.: a bird's nest | the name of the street
the girl's sisters | the top of the page
the dog's tail | the windows of the castle
the children's toys | the rise of the sun
Aunt Mary's advice | the roof of the building
the fox's food | the door of the car

Omastavas käändes tarvitatakse ka mõningaid nimisõnu, mis ei tähista elusolendeid. Nendeks on:

a) *aega ja kaugust* tähistavad nimisõnad

a **moment's** silence
today's newspapers
this **evening's** programme
two **hours'** drive
five **minutes'** walk
a **month's** rest

b) *aastaaegu, kuid ja päevi* tähistavad nimisõnad (nende puhul on tavalisem siiski üldkäände kasutamine):

a hot **summer's** day
December's dusk
Vrd.: the **winter** twilight (*üldkääne*)
a fine **summer** morning
early on the **Monday** morning
a **Sunday** paper

c) sõnad *town, city, country, river, water, ocean, world, wind, ship, boat, sun, moon, earth,* jmt.:

the **water's** edge (or the edge of the water)
the **wind's** rustle
the **country's** production
the **party's** policy
the **sun's** rays
the **town's** business centre

d) *maade ja linnade* nimetused

Africa's future (or: the future of Africa)
Britain's social problems
Tallinn's skyline
London's early history

Mõnikord kasutatakse omastavas käändes olevat nimisõna üksinda, ilma järgneva põhisõnata:

This room is mine, and that is my **brother's.**
See tuba on minu oma ja too on mu venna oma.

Tom went to the **baker's.**
Tom läks leivapoodi.

I saw him at my **friend's.**
Ma nägin teda oma sõbra pool.

Jack is a friend of **Tom's.**
Jack on üks Tomi sõpradest.

Exercise 1

Read and translate the following phrases:

Marx's letters, the hostess's apron, the plan's importance, Jack's mistake, a week's holiday, the boys' room, Shaw's plays, James's dog, Mr. Jones' house, women's work, my parents' friends, the report's conclusions, a spider's web, the government's decision, a night's sleep, next week's arrangements, cow's milk, the earth's gravity, a butcher's shop, the moon's light, the airplane's engines, Newton's laws.

Exercise 2

Answer the following questions using the nouns in brackets in the genitive case.

1. Whose spectacles are those? (father)
2. Whose daughter is Peggy? (Mr. Jones)
3. Whose address is that? (Kitty)
4. Whose books are these? (my sister)
5. Whose photo is that? (our relatives)

6.	Whose bags are those?	(second-year students)
7.	Whose bicycle is that?	(my brother-in-law)
8.	Whose coats are those?	(those men)
9.	Whose keys are those?	(our teacher)
10.	Whose toys are these?	(Helen and Mary)
11.	Whose dog is that?	(Bill)
12.	Whose letters are those?	(mother)
13.	Whose coat is that?	(the man who visited us yesterday)

Nimisõnade sugu
Gender of nouns

Sarnaselt eesti keelele ei ole inglise keeles nimisõnadel grammatilist sugu, rääkida saab ainult bioloogilisest soost. Nimisõnaga tähistatud elusolendi sugu on inglise keeles tähtis õige asesõna valikul.

Meesolendeid tähistavate nimisõnade asendajaks on isiklik asesõna *he* ja omastav asesõna *his*, naisolendite puhul kasutatakse asesõnu *she* ja *her* ning loomade nimetuste puhul tavaliselt asesõnu *it* ja *its*:

Where is **father**? — **He** is in the garden.
Kus isa on? — Ta on aias.

I met **your sister** and **she** told me the news.
Ma kohtasin su õde ja ta rääkis mulle uudist.

Sõnad *child* ja *baby* on tihti kesksoost:
She took **the baby** out of **its** cradle.
Ta võttis beebi hällist välja.

Esemete personifiitseerimisel omistatakse neile sugu vastavalt kujunenud tavadele. Meremehe jaoks on näiteks laev, autojuhi jaoks aga auto naissoost objekt; naissoost on ka maa.

The Titanic sank on **her** first voyage to America.
«Titanic» uppus oma esimesel reisil Ameerikasse.

The earth awoke from **her** winter sleep.
Maa ärkas talveunest.

Kui mingit maad käsitatakse poliitilise üksusena (riigina), peetakse selle nimetust nais- või kesksoosse kuuluvaks:

France sent **her (its)** representatives to the conference.
Prantsusmaa saatis oma esindajad konverentsile.

Exercise 1

Translate the following pairs of words into Estonian:

Host — hostess, waiter — waitress, widower — widow, hero — heroine, duke — duchess, god — goddess, bridegroom — bride,

king — queen, bachelor — spinster, cock — hen, lion — lioness, tiger — tigress, bull — cow, gander — goose, he-goat — she-goat, he-cat — she-cat, jack-ass — jenny-ass, male child — female child, salesman — saleswoman, Englishman — Englishwoman.

Exercise 2

Replace the **of**-phrase by the noun in the genitive case.

A distance of three miles, the crew of the ship, the population of Estonia, the rays of the sun, the light of the moon, the theatres and cinemas of Tallinn, a break of twenty minutes, the house of Mr. Jones, the novels of Dickens, the flat of my sister-in-law, the mother of Jim and Bob, the speech of the Minister of Foreign Affairs, the children of my sister Mary, the poems of Shelley and Byron.

Exercise 3

Answer the following questions combining columns I and II into sentences that make sense. Remember that the genitive case can denote a building or business without mentioning such words as **shop, hotel, house, office**, etc.

I	II
Where do we buy carrots?	At the stationer's
Where do we buy meat?	At the chemist's
Where do we buy sweets?	At the greengrocer's
Where do we buy notebooks?	At the confectioner's
Where do we buy sugar?	At the fishmonger's
Where do we buy medicine?	At the grocer's
Where do we buy herrings?	At the butcher's
Where do we have a haircut?	At the baker's
Where do we have our clothes cleaned?	At the barber's
Where do we buy bread?	At the cleaner's

Exercise 4

Insert -s, -'s or -s' instead of the hyphen where necessary.

1. This is a new edition of Byron— poem—. 2. This book is neither Kate— nor Mary—. 3. We spent a week— holiday in Lithuania. 4. That lady was Dick— and Fred— old teacher of music. 5. Those were Kate— and Mary— parents. 6. I spent a fortnight in my friend— house. 7. After an hour— break the committee resumed their work. 8. There is an article— on modern architecture in today— paper. 9. Put my luggage— in Mr. Johnson— car, please.

Nimisõnafraas
The noun phrase

Tavaliselt kuuluvad lauses nimisõna juurde sõnad, mis teda laiendavad. **Nimisõnafraas** (lüh. **NF**) koosnebki nimisõnast, mis on fraasi põhisõnaks, ja ees- ning järellaienditest.

NF võib olla üsna lühike, koosnedes ainult põhisõnast või põhisõnast koos talle eelneva fraasi piiritlejaga e. determinatiiviga (lüh. Det):

John sneezed suddenly.
John aevastas äkki.

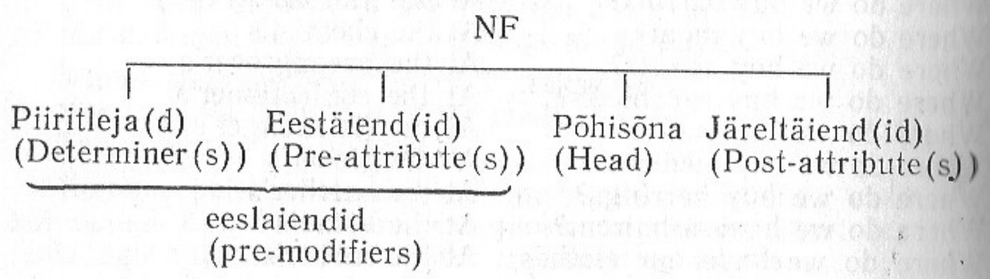
The boy laughed loudly.
Poiss naeris valjusti.

NF võib olla ka väga pikk fraas paljude ees- ja järellaiditega:

This good-looking young man in the corner nearest to the window who is talking to John is my best friend.

See kena noormees, kes seisab uksele kõige lähemas nurgas ja kõneleb Johniga, on mu parim sõber.

Nimisõnafraasi komponendid on:



Piiritleja(te)ks võib olla artikkel, asesõna, nimisõna omastavas käändes ja arvsõna. Üldiselt on NF-is üks piiritleja, mõnel juhul ka rohkem:

The man arrived.
Mees saabus.

John's flat is quite big.
Johni korter on üsna suur.

All his friends were present.
Kõik ta sõbrad olid kohal.

The second lesson was short.
Teine tund oli lühike.

Eestäiendi(te)ks võib olla omadussõna, nimisõna, lühike kesksõnafraas:

The **strange** man turned slowly.
Võõras mees pöördus aeglaselt ümber.

This **fruit** cake tastes strange.
See puuviljakook on imeliku maitsega.

The **setting** sun looked red.
Loojuv päike paistis punasena.

Nimisõnal võib olla mitu eeslaiendit. Nende järjestamisel on oma kindlad reeglid. Eeslaiendite tavaline järjekord on: 1) piiritleja(d), 2) üldised kirjeldavad omadussõnad, 3) asjade vanust märkivad omadussõnad, 4) suurust tähistavad omadussõnad, 5) värvust märkivad sõnad, 6) asjade kuju, vormi märkivad sõnad, 7) partitsipiaalne kirjeldav täiend, 8) päritolu, kohta märkivad sõnad, 9) limiteeriv täiend, mis märgib asja materjali, otstarvet vms., 10) põhisõna (vt. tabel lk. 175).

Loomulikult ei esine kõik toodud täiendite liigid kunagi koraga. Tavaliselt on nimisõnal üksnes 1—3 eestäiendit.

Järeltäienditeks on eessõnalised nimisõnafraasid, mittepöördelised verbifraasid ja täiendlaused:

The man **with a large umbrella** is Joe Brown.
Mees suure vihmavarjuga on Joe Brown.

The man **carrying a large umbrella** is Joe Brown.
Suurt vihmavarju hoidev mees on Joe Brown.

The man **who is carrying a large umbrella** is Joe Brown.
Mees, kellel on käes suur vihmavari, on Joe Brown.

Kui nimisõnafraasis on mitu järeltäiendit, siis tuleb esimesena eessõnaline nimisõnafraas ja viimasena täiendlause:

The girl **in the corner who is talking to John** is strange to me.
Tüdruk nurgas, kes kõneleb Johniga, on mulle võõras.

Järeltäiendiks võib olla ka põhiarvsõna. Sel juhul puudub NF-il piiritleja:

The lecture will be in Room 428.
Loeng toimub ruumis 428.

Will bus 15 take me to the station?
Kas ma saan bussiga nr. 15 jaama sõita?

Näiteid nimisõnafraasidest:

NF				is wonderful.
Piiritleja	**Eestäiend**	**Põhisõna**	**Järeltäiend**	
This	short	play	by Osborne	
Shakespeare's	best	plays		are often performed in Estonia.
The	new costume	play	staged at the Drama Theatre	is a success.
Several	new	plays	by modern Estonian authors	will be produced this season.
Neither		play	in which he acts	is worth seeing.
All his	favourite	plays		are comedies.
The	English	play	we saw last night	was really funny.

Exercise

Arrange the given premodifiers in their proper order. Use the noun phrases in sentences of your own.

1) Spanish, very pretty, smiling, a — girl
2) important, radio, new, many — stations
3) summer, good, first, our — day
4) old, interesting, very many — houses
5) big, Tom's, last, Japanese — car
6) red, small, Turkish — slippers
7) country, his, old — cottage
8) London, approaching, the — train
9) white, beautiful, new, the — hat
10) blue, old, an — dress
11) physics, a, very young — student

Eeslaiendite järjestus
The order of premodifiers

Det	Kirjeldav omadussõna	(asjade) vanus	suurus	värv	kuju, vorm	piiritlev täiend (materjal, otstarve)	põhisõna
the	beautiful	new	small	white		wooden	chairs
a	nice		little				lady
a	quiet		little				town
the	valuable	old		black		writing	desk
a	typical	old					door
the	dirty	old	tall	brown		winter	coat
two	pleasant					traffic	wardens
a	serious					political	problem
the	dear	old		pink	sleeveless	silk	dress
Jim's	dangerous	new					hobby

(iinimeste) vanus	kirjeldav kesksõna	päritolu, koht, stiil
old	carved	Belgian
		French
		Gothic
young		London

ARTIKKEL
THE ARTICLE

Artiklid nimisõnafraasi piiritlejatena
Articles as noun phrase determiners

Artiklid on abisõnad, mida kasutatakse nimisõnafraaside piiritlemiseks ja määratlemiseks. Artiklid on inglise keeles kõige tavalisemad NF-i piiritlejad e. determinatiivid (determiners).

Inglise keeles on kaks artiklit: määrav artikkel (the definite article) **the** ja umbmäärane artikkel (the indefinite article) **a/an.** Eesti keeles artiklit ei ole. Inglise keele artiklite õige tarvitamine valmistab eestlastele sageli raskusi ja nõuab lisaks hoolikale reegliõppimisele ka artiklite grammatilise ja semantilise olemuse täpset tunnetamist, mida tavaliselt saavutatakse alles pikemaajalise keelepraktika tulemusena. Artiklite tähendust saab eestikeelses tõlkes edasi anda mitmete vahendite abil (ase- ja arvsõnade tarvitamine, muutused lause sõnajärjes, täis- ja osalause ning täis- ja osasihitise kasutamine, lause rõhk ja intonatsioon).

Umbmäärasel artiklil on kaks vormi. Vormi **a** kasutatakse kaashäälikuga algavate sõnade ees, vorm **an** esineb täishäälikute ees. Õige vormi valik sõltub seega artiklile järgneva sõna hääldusest, mitte kirjapildist.

a	an
a book	an interesting book
a red apple	an apple
a house	an hour [əuə]
a university [ju:ni'və:siti]	an uncle
a year	an MP ['em'pi:]
a one-way ['wʌn-] street	an X-ray ['eks rei]
a unit ['ju:nit]	an onion
a European [juərə'piən]	an honorary ['ɔnərəri] secretary
a B. Sc. [bi:es'si:] in chemistry	an honest ['ɔnist] man

Määraval artiklil on kaks hääldusvarianti. Teda hääldatakse [ðə] kaashäälikuga algavate sõnade ees ja [ði] täishäälikute ees:

the [ðə]	the [ði]
the book	the apple
the reference book	the eating apple
the unit	the uncle
the United States	the MP
the year	the X-ray
the house	the hour
the one-way street	the onion
the European	the honest man
the wrong answer	the English language

Artikli valik või ärajätmine sõltub paljudest teguritest. Kõigepealt otsustab artikli valiku tähendusvarjund, mida kõneleja tahab antud nimisõnafraasile omistada: umbmäärasel artiklil on määramatuse, ebamäärasuse varjund ja teda kasutatakse juhul, kui ei taheta esile tõsta mitte ühte kindlat objekti, vaid räägitakse mistahes ühest objektist teiste samalaadiliste seas; määrava artikli lisamine NF-ile näitab, et objekt, mida nimisõna tähistab, on individualiseeritud ja ta eraldub mingil moel teistest samalaadilistest esemetest, olenditest või nähtustest:

A strange man entered.
Sisenes (keegi) võõras mees.

He is not **the man I am looking for.**
Ta pole see mees, keda ma otsin.

A word may have several meanings.
(Ühel) sõnal võib olla mitu tähendust.

The word was unknown to me.
(See) sõna oli mulle tundmatu.

Esemete, olendite ja nähtuste esmamainimisel piiritleb NF-i üldreeglina umbmäärane artikkel, varemmainitud või tuntud objekte tähistavates NF-ides kasutatakse määravat artiklit:

This is **an express train to London.**
The train has five carriages.

See on Londoni kiirrong.
Rongil on viis vagunit.

There was **a big monkey** in a cage at the zoo.
The monkey had lived there for many years.

Loomaaia ühes puuris oli suur ahv.
Ahv oli seal palju aastaid elanud.

Artikli kasutamine sõltub ka nimisõna tähendusest, ta semantilisest liigist (kas ta on loendatav või loendamatu, konkreetne või abstraktne) ja nimisõna grammatilisest vormist —

umbmäärast artiklit tarvitatakse ainult ainsuse vormis olevate nimisõnadega, määravat artiklit niihästi ainsuses kui mitmuses olevate nimisõnadega:

She bought **a book** yesterday.
Eile ta ostis (ühe) raamatu.

She bought **the book** yesterday.
Ta ostis (selle) raamatu eile.

She bought **the books** yesterday.
Ta ostis (need) raamatud eile.

Inglise keele artiklite tarvitamises on ka palju traditsioonist sõltuvat, grammatika- ja loogikareeglite abil raskesti kirjeldatavat. Üsna palju on kindla artiklitarvitusega püsiühendeid, mis tuleb lihtsalt meelde jätta. Vrd. lauseid:

The result of the game was a draw.
Mängu tulemuseks oli viik.

He was late **as a result of the rain.**
Ta hilines vihma tõttu.

I heard it on **the radio.**
Kuulsin seda raadiost.

I saw it on **television.**
Nägin seda televiisoris.

They fell in love at **first sight.**
Nad armusid esimesest silmapilgust.

He passed the exam at **the first go.**
Ta sooritas eksami esimesel katsel.

You speak **very good English.**
Sa kõneled inglise keelt väga hästi.

What is **the English** for «vaas»?
Kuidas on inglise keeles «vaas»?

Üldreeglina asetseb artikkel nimisõnafraasi piiritlejana NF-i alguses. Erandlikult asub umbmäärane artikkel NF-is teisel kohal juhul, kui NF-i alguses esinevad sõnad *what, such, quite, rather*:

What a terrible sight I am in this dress!
Kui kohutav ma selles kleidis välja näen!

What an extraordinary proposal!
Milline ebaharilik ettepanek!

He is **such an interesting man.**
Ta on nii huvitav mees.

It's really **quite a good book.**
See on tõesti päris hea raamat.

That was **quite a party!**
Küll see vast oli pidu!

Rather a cold wind was blowing.
Puhus üsna külm tuul.

Märkus. Sõna **rather** puhul on võimalik ka niisugune sõnajärg: **a rather cold wind.**

Määrav artikkel asub NF-is teisel kohal sõnade *all* ja *both* järel:

He ate **all the food.**
Ta sõi ära kogu toidu.

Both (the) books were out of library.
Mõlemad raamatud olid välja laenatud.

Ka sõna *half* asub nii määrava kui umbmäärase artikli ees:

Half the boys are present.
Pooled poistest on kohal.

We need **half a pound of flour.**
Meil läheb vaja pool naela jahu.

Kui omadussõnalist täiendit laiendavad määrsõnad *too, so, as*, siis paikneb umbmäärane artikkel NF-is nende järel kolmandal kohal:

It's **too hot a day** to work.
Töötegemiseks on täna liiga palav.

He had never seen **so beautiful a girl** before.
Ta polnud kunagi enne näinud nii ilusat tüdrukut.

This is **as good an excuse** as any.
See on piisavalt hea vabandus.

Exercise 1

Insert **a** or **an.**

1. Draw — house with — green door and — white chimney. 2. Have you — answer to my question? 3. He is — honest man. 4. I have — uncle who is — teacher at — university. 5. Now we shall do — oral exercise. 6. I have — hour and — half for lunch. 7. I worked for — hour and then began to read — historical novel. 8. We had — hot breakfast at — hotel in Nottingham. 9. This man wants to make — complaint about — article in yesterday's paper. 10. — ostrich is — exotic bird. 11. There's — umbrella in the corridor. May I take it? 12. Yesterday he bought — atlas and — globe. 13. He did not say — word. 14. It is rather — extraordinary story. 15. He is quite — old man. 16. Please keep — eye on the child. 17. After — while — light flashed in the window. 18. It was — cold autumn morning. 19. John is considered — intelligent and sensible man. 20. He gave us — useful hint.

Exercise 2

Read out the following sentences paying attention to the pronunciation of the article **the**. Translate the sentences into Estonian.

1. The appetite grows by eating. 2. The tailor makes the man. 3. The greatest talkers are the least doers. 4. Music is the universal language of mankind. 5. All books are divisable into two classes: the books of the hour and the books of all time. 6. It's the last straw that breaks the camel's back. 7. The exception proves the rule. 8. The proof of the pudding is in the eating. 9. The early bird catches the worm. 10. The beaten road is the safest. 11. Make hay while the sun shines. 12. The pot called the kettle black. 13. While the cat is away, the mice will play. 14. The devil is not so black as he is painted. 15. Empty vessels make the greatest noise.

Umbmäärase artikli põhifunktsioonid
The main functions of the indefinite article

Umbmäärast artiklit **a/an** tarvitatakse ainsuses olevate nimisõnadega, mis peamiselt tähistavad loendatavaid esemeid, olendeid või nähtusi. Umbmäärasel artiklil on täita mitmeid eri funktsioone (nimetav, liigitav, üldistav, arvsõnaline) ja ta võib anda nimisõnale mitmesuguseid tähendusvarjundeid. Sealjuures tuleb silmas pidada, et sageli võib umbmäärasel artiklil olla korraga mitu funktsiooni ja tihti on raske öelda, milline neist antud lauses domineerib.

1. Nimetav ja liigitav funktsioon

Nimisõna, mida tarvitatakse koos umbmäärase artikliga, tähistab mingit üht asja või olendit samalaadiliste asjade või olendite hulgast, kusjuures jäetakse täpsustamata, millise konkreetse asja või olendiga on tegemist:

There's **an orange** in the bowl.
Kausis on (üks) apelsin.

A child ran across the street.
Üle tänava jooksis (mingi) laps.

I was given **a book** for my birthday.
Mulle kingiti sünnipäevaks (üks) raamat.

Tavaline mitmusevorm eeltoodud näidete puhul on:

There are **some oranges** in the bowl.
Kausis on mõned apelsinid / apelsine.

Nimetav funktsioon on eriti iseloomulik umbmäärasele artiklile siis, kui teda tarvitatakse tähelepanu juhtimiseks esimest korda mainitavatele esemetele või olenditele:

Once upon a time there was **a doctor**; and his name was Dolittle.

Ükskord ammu elas arst, kelle nimi oli Dolittle.

Nimisõnal võib sellisel juhul olla ka kirjeldav täiend:

An old lady with a little dog got into **a London bus.**
(Üks) vana daam väikese koeraga sisenes ühte Londoni bussi.

Edasises kontekstis kasutatakse sama nimisõna juba koos määrava artikliga, kuna nüüd on tegemist ühe kindla, eelnevalt mainitud objektiga:

The lady didn't want to buy a ticket for **the dog.**
(See) Daam ei tahtnud koerale piletit osta.

Umbmäärase artikli liigitav (klassifitseeriv) funktsioon on eriti ilmne sellistes näidetes nagu:

This is **an orange.**
See on apelsin.

This is **a lemon,** not **an orange.**
See on sidrun, mitte apelsin.

This book is **an encyclopedia,** but I need **a dictionary.**
See raamat on entsüklopeedia, kuid mul on vaja sõnaraamatut.

Liigitav tähendus on omane verbidele *be* ja *become* järgnevatele ja nende täidetena funktsioneerivatele nimisõnafraasidele, millega tähistatakse rahvust, ametit, elukutset või millega mõnel muul viisil kirjeldatakse lause alust. Seetõttu esineb siin umbmäärane artikkel:

I am **an Estonian.**
Ma olen eestlane.

He is **a taxi driver.**
Ta on taksojuht.

Wendy became **a good student.**
Wendyst sai hea üliõpilane.

Märkus. Mõnedel juhtudel kasutatakse sellistes konstruktsioonides määravat artiklit või jäetakse artikkel ära.

Umbmäärast artiklit kasutatakse ka kõneldes kellegi ametist või kellegi, millegi funktsioonist või rollist fraaside abil, mis algavad sõnaga *as*:

He worked as **a taxi driver** for two months.
Ta töötas taksojuhina kaks kuud.

English as **a foreign language** is taught in all our higher schools.
Kõigis meie kõrgkoolides õpetatakse ühe võõrkeelena inglise keelt.

The girl had to use her shoe as **a hammer.**
Tüdrukul tuli oma kinga haamrina kasutada.

Märkus. Kõneldes ametist või rollist, võib **as** järel artikkel ka puududa:
He worked **as cook.**
Ta töötas kokana.
She was regarded **as teacher and friend.**
Teda peeti sõbraks ja õpetajaks.

Alljärgnevates võrdlustes ja väljendites tarvitatakse sõnade *as* ja *like* järel samuti umbmäärast artiklit:

They treated me as **a friend.**
Nad kohtlesid mind kui sõpra.

As **a child** I lived in the country.
Lapsena ma elasin maal.

I feel like **a fish** out of water.
Tunnen end ebamugavalt.

Umbmäärast artiklit tarvitatakse ta nimetava ja liigitava tähenduse tõttu lisandina funktsioneerivate NF-idega.

Mary was talking to her friend, a **shy boy of fifteen.**
Mary kõneles oma sõbraga, häbeliku viieteistaastase poisiga.

2. Üldistav funktsioon

Umbmäärasel artiklil on ka üldistav funktsioon. Nimelt tarvitatakse umbmäärast artiklit juhul, kui mingit nimisõnaga tähistatavat eset, olendit või abstraktset mõistet käsitatakse kogu liigi esindajana:

A cow has horns.
Lehmal on sarved.

An elephant is a very large animal.
Elevant on väga suur loom.

A cat can catch mice.
(Iga) kass oskab hiiri püüda.

A bicycle has two wheels.
Jalgrattal on kaks ratast.

Märkus. Üldistada saab ka kasutades asesõnu **every, any** ja **all** või lihtsalt nimisõna mitmusevormi ilma artiklita. Samuti võib üldistav tähendus olla määraval artiklil koos ainsusliku nimisõnaga.

3. Arvsõnaline funktsioon

Umbmäärase artikli arvsõnaline funktsioon on paljudes eeltoodud näideteski teatud määral olemas (seda näitavad eestikeelsed tõlkelaused, kus tihti võib esineda sõna *üks*). Alati, kui tarvitatakse umbmäärast artiklit, antakse mõista, et jutt on ainult ühest olendist, esemest või nähtusest. Mõnedel juhtudel on aga arvsõnaline funktsioon selgelt esiplaanil. Terves reas väljendites tarvitatakse arvsõna *one* asemel järjekindlalt umbmäärast artiklit:

She has **a sister** and two brothers.
Tal on üks õde ja kaks venda.

You haven't said **a word.**
Sa pole öelnud ühtegi sõna.

I'll stay here for **a day** or two.
Jään siia päevaks või paariks.

The temperature was **a degree** above zero.
Temperatuur oli üks kraad üle nulli.

The shop assistant gave me **a dozen** eggs.
Müüja andis mulle (ühe) tosina mune.

Kõnekeeles kasutatakse umbmäärast artiklit arvsõnadega *hundred, thousand, million*:

He wants to live for **a hundred** years.
Ta tahab elada sada aastat.

Tuleb aga meeles pidada, et artiklit saab siin kasutada ainult arvu alguses, mitte keskel (vrd. arvude lugemist: 142 = a hundred and forty-two; 2,142 = two thousand, one hundred and forty-two).

Arvsõnana funktsioneerib umbmäärane artikkel ka sellistes väljendites nagu *once a year, twice a month, three times a day, forty hours a week, eighty pence a kilo, sixty miles an hour*:

We go there twice **a week.**
Me käime seal kaks korda nädalas.

These apples cost 80 kopecks **a kilo.**
Need õunad maksavad 80 kopikat kilo.

He drives at 80 kilometres **an hour.**
Ta sõidab kiirusega 80 kilomeetrit tunnis.

Arvsõna *one* tähendus on umbmäärasel artiklil ka reas väljendites prepositsiooniga *in*:

She'll be here in **a moment.**
Ta tuleb hetke pärast.

I'll come in **an hour.**
Tulen ühe tunni pärast.

The work will be finished in **a month** or so.
Töö saab valmis umbes kuu aja pärast.

Mõnedes üksikutes fraasides on umbmäärasel artiklil tähendus *ühesugune, sama(sugune)*:

They are all songs of **a type** (=of one and the same type).
Need on kõik samalaadsed laulud.

These hats are all of **a size.**
Need kübarad on kõik ühe suurusega.

Exercise 3

Change the following sentences into the singular. Use the indefinite article where necessary.

Model: There are some vases on the shelf.
There is a vase on the shelf.

1. There were some spoons on the dinner table. 2. Are there any English books on the teacher's table? 3. There are three guests in the living room. 4. There are some strange men at the door. 5. There were two birches in front of the house. 6. There are several watercolours on the walls. 7. Are there any chairs in the next room? 8. There are many new words in this text. 9. There are two holes in your sweater. 10. There are some girls water-skiing on the lake. 11. There are some letters on the doormat. 12. Are there any houses on the top of the hill? 13. There are some mistakes in your composition. 14. There were four telephones in Mr Baker's office. 15. There are some cats in the yard. 16. There are several hotels in this town. 17. There were some old friends of yours at the concert last night. 18. Are there any stamps on his desk? 19. There are two maps on page 28. 20. There were some matches on the floor.

Exercise 4

Insert a/an if necessary. Remember that only count nouns take the indefinite article.

1. They live in — small house. 2. — drowning man will catch at anything, even — straw. 3. — air is lighter than — water. 4. «To be or not to be» is not — easy question to answer. 5. I have lost — button. 6. — glass breaks easily. 7. There's — letter for you. 8. As — boy he had a strong desire to become — cosmonaut. 9. There was — smoke rising from the chimney of one of the houses. 10. — penicillin was discovered in 1941. 11. — steel is harder than — iron. 12. Tom is — photographer, let's ask him for — advice about colour films. 13. He was — very careful driver. 14. What do you prefer, — tea or — coffee? 15. — art is long, — life is short. 16. May I ask you — question? 17. We need — petrol. 18. — tiger is — dangerous animal. 19. She is — excellent singer. 20. — camel is — big animal with — long neck.

Exercise 5

Insert a/an if necessary.

1. Do you take — sugar in — coffee? 2. Is he — architect? 3. Mr Baker works in — bank. 4. — coffee is — hot drink made from ground-up roasted coffee beans. 5. I hope you'll have — good weather. 6. We're having — fish and chips for lunch. 7. The teacher was — tall man of forty. 8. — rugby is played with — oval ball. 9. — knowledge is — power. 10. Their house was built of — wood. 11. This tree is — oak. 12. I need — spade and — rake. 13. — swallow can fly sixty miles — hour. 14. He works as — dispensing chemist. 15. She was like — daughter to him. 16. She has — degree in — economics. 17. Finding — hotel took — long time. 18. Peter is — dentist. 19. Handle it with — care. 20. He is — foreigner.

Exercise 6

Explain the use of the indefinite article in the following sentences. Translate the sentences into Estonian.

1. Rome was not built in a day. 2. See your dentist twice a year. 3. Not a word did he reply when I questioned him. 4. He gave me a message for you. 5. There was not a cloud in the sky. 6. A word is enough for the wise. 7. A stitch in time saves nine. 8. We know him as a reliable co-worker. 9. More than a hundred people had come to see the match. 10. Sixty miles an hour is equal to a mile a minute. 11. How many hours are there in a day? 12. There are two weeks in a fortnight. 13. He is quite a big boy now. 14. Will you give me a clean handkerchief? 15. There is a word I don't know in this sentence. 16. This cheese is twenty roubles a kilo. 17. We are of an age. 18. A child of five can be taught to read. 19. A car drew up to me and a man with a strange accent asked me the way. 20. What would you do if you were given a white elephant for your birthday? 21. A bird in the hand is worth two in the bush. 22. An apple a day keeps the doctor away.

Exercise 7

Put the following sentences into the singular. Use the indefinite article wherever necessary.

Model: Bees are insects.
A bee is an insect.

1. Carpenters are men who make things out of wood. 2. Pears grow on trees. 3. Kittens are young cats. 4. Astronauts travel in space. 5. Swans are white water-birds. 6. Poets are persons who write poems. 7. Skyscrapers are very tall buildings. 8. Tables have four legs. 9. Submarines are ships that can go along under water. 10. Sparrows are small birds. 11. Spiders have eight legs.

12. Guitars are musical instruments. 13. Pans are used for cooking. 14. Cinemas are buildings where films are shown. 15. Ladybirds are tiny red beetles with black spots. 16. Clocks tell us what the time is. 17. Motorways are special roads for fast traffic. 18. Dolls are toys.

Exercise 8

Answer the following questions.

1. How many seconds are there in a minute? 2. How many minutes are there in an hour? 3. How many hours are there in a day? 4. How many days are there in a month? 5. How many months are there in a year? 6. How often do you go to the cinema? 7. How many times a day are letters delivered? 8. How many books may a borrower take out of the library at a time? 9. How often do you have your hair cut? 10. What does one need to send a letter?

Määrava artikli põhifunktsioonid
The main functions of the definite article

Määravat artiklit saab tarvitada nii loendatavate kui loendamatute nimisõnadega. Ta piiritleb niihästi ainsuslikke kui mitmuslikke nimisõnafraase.

Määraval artiklil on inglise keeles kaks põhilist funktsiooni: individualiseeriv ja üldistav funktsioon.

1. Individualiseeriv e. eristav funktsioon on määrava artikli põhitähendus. Sellisel juhul näitab määrav artikkel seda, et antud nimisõnaga tähistatakse üht kindlat eset, olendit või nähtust, mis mingil moel eraldub teistest sama liiki objektidest. Selles funktsioonis on määrava artikliga piiritletud NF-i tüüpilised kasutamisjuhud järgmised.

1.1. Määravat artiklit tarvitatakse NF-idega, mis tähistavad esemeid või olendeid, mis on tuttavad eelnenud kontekstist, kuna neid on juba varem mainitud või kirjeldatud. Niisiis, kui esmamainimisel kasutatakse üldreeglina umbmäärast artiklit, siis edasisel nimetamisel piiritleb antud NF-i määrav artikkel:

There is **a bottle of glue** on the table.
On **the glue bottle** is a notice: Poison.
Laual on pudel liimi.
Liimipudelil on kiri: Mürk.

I found **a grey fur hat** in the drawer.
The hat was warm and smart.
Ma leidsin sahtlist halli karusnahkmütsi.
Müts oli soe ja elegantne.

Ka mitmusevormis olevate NF-idega tuleb nende korduval mainimisel kasutada määravat artiklit:

There are two kittens in the kitchen.
Köögis on kaks kassipoega.

The kittens are playing with a ball of yarn.
(Need) Kassipojad mängivad lõngakeraga.

1.2. Määrav artikkel esineb seetõttu, et jutt on objektidest, mis on vestlejatele teada kõnesituatsioonist. Räägitakse tuntud kohtadest või asjadest, mis kõnelejaid antud paigas ümbritsevad, või isikutest, kes on mingis kohas alaliselt tegevad:

Let's go to **the river.**
Lähme jõe äärde.

There is a mouse in **the kitchen.**
Köögis (s. o. meie korteri köögis) on hiir.

There's a bottle of cod-liver oil on **the table.**
Laual (mis on siin toas) on pudel kalamaksaõli.

Where's **the waiter?**
Kus on kelner (kes seda lauda teenindab)?

May I turn **the radio** off?
Kas ma võin raadio kinni keerata?

The trees swayed in the wind.
Puud (nende ümber) õõtsusid tuules.

Märkus. Tavapäraselt kasutatakse inglise keeles inimese isiklikest asjadest (näit. riietest jms.), ta kehaosadest, samuti sugulastest rääkides mitte määravat artiklit, vaid omastavaid asesõnu:

She put **her hand** into **her bag** and took out **her purse.**
Ta pistis käe kotti ja võttis välja oma rahakoti.

My grandmother is ninety.
Mu vanaema on üheksakümnene.

1.3. Määrav artikkel piiritleb NF-isid, mis sisaldavad limiteerivaid e. piiritlevaid täiendeid (restrctive attributes). Tüüpilised limiteerivad täiendid on omadussõnad *right, wrong, left, main, principal, central, only, very, following, present, former, latter:*

He is **the right man** in **the right place.**
Ta on õige mees õigel kohal.

You used **the wrong tense.**
Sa kasutasid vale ajavormi.

The present situation is rather grave.
Praegune olukord on üsna tõsine.

Of these two men, **the former (man)** is my uncle and the latter my cousin.

Nendest kahest mehest esimene on mu onu ja teine onupoeg.

He is **the only man who can do it.**
Ta on ainuke mees, kes seda oskab teha.

Aga: He is **an only child.**
Ta on oma vanemate ainuke laps.

Tavaliselt (kuigi mitte alati) on ka järgmised omadussõnad limiteerivateks täienditeks: *previous, opposite, necessary, usual, upper, lower, so-called*:

He lives **on the opposite side of the street.**
Ta elab teisel pool tänavat.

He got up **at the usual time.**
Ta tõusis tavalisel ajal.

I have got **the necessary book.**
Ma sain vajaliku raamatu.

Omadussõnad *next* ja *last* esinevad samuti valdavalt koos määrava artikliga:

We must get off **at the next stop.**
Me peame väljuma järgmises peatuses.

They were **the last persons to arrive.**
Nad olid viimased, kes saabusid.

Ajaühikuid tähistavate nimisõnadega (näit. nimisõnad *week, month, year, spring,* etc.) jäetakse artikkel ära, kui jutt on kõneleja seisukohalt vahetus tulevikus (*next*) või minevikus (*last*) toimuvatest sündmustest.

I'll see you **next week.**
Näeme järgmisel nädalal.

I had flu **last week.**
Mul oli möödunud nädalal gripp.

Märkus. Kui **next** ja **last** eelnevad sõnale 'time' (= kord), siis artiklit ei tarvitata:

Write down your homework for **next time.**
Kirjutage üles oma kodune ülesanne järgmiseks korraks.

Igasugune ülivõrdes esinev omadussõna funktsioneerib limiteeriva täiendina:

She is **the best mother in the world.**
Ta on maailma parim ema.

Mike is **the cleverest boy in the group.**
Mike on kõige targem poiss grupis.

This is **the most thrilling film I have ever seen.**
See on kõige põnevam film, mida olen kunagi näinud.

Märkus. Määrsõna **most** kasutatakse ka tähenduses «väga». Sellisel juhul tarvitatakse ainsuslikus NF-is umbmäärast artiklit, mitmuslikus NF-is artikkel tavaliselt puudub.

This is **a most interesting film.**
See on väga huvitav film.

These are **most interesting books.**
Need on väga huvitavad raamatud.

Üldreeglina on ka järgarvud piiritlevad täiendid ning NF-id, mis neid sisaldavad, algavad seetõttu määrava artikliga:

January is **the first month of the year.**
Jaanuar on aasta esimene kuu.

He is **in the third coach.**
Ta on kolmandas vagunis.

Kuid: He made **a second attempt to climb** the tree.
Ta tegi veel ühe katse ronida puu otsa.

Märkus. Põhiarvsõnast järeltäiendiga NF-e kasutatakse ilma artiklita. Vrd.: **the fourth platform — Platform 4, the second chapter — Chapter 2, the sixth page — page 6.**

Ka sõnale *same* eelneb määrav artikkel:

My hair is **the same colour as my mother's.**
Minu juuksed on sama värvi kui mu emal.

You have made **the same mistake that you made last time.**
Sa oled teinud sama vea, mis sa tegid möödunud korral.

Sõnaga *whole* tarvitatakse samuti valdavalt määravat artiklit:

He has eaten **the whole pie.**
Ta on ära söönud kogu piruka.

The whole world is anxious for peace.
Kogu maailm tahab rahu.

Aga: I spent there **a whole week.**
Ma veetsin seal (ühe) terve nädala.

Limiteerivaks täiendiks võivad olla ka nimisõna järeltäiendid — eessõnalised NF-id (k. a. **of**-fraasid), infinitiiv-, partitsiip- ja gerundiumfraasid ning täiendlaused. Kuid sealjuures ei tohi unustada, et kõik need konstruktsioonid võivad samuti olla kirjeldavateks täienditeks, mis aga nõuavad umbmäärast artiklit. Niisiis sõltub selliste täiendite puhul artikli tarvitamine eelkõige siiski kõnesituatsioonist ja kontekstist, mitte aga täiendi liigist. Mõned näited limiteeriva järeltäiendiga NF-idest:

The editor of the paper was a short and heavy man.
Ajalehe toimetaja oli lühike ja turske mees.

The fence surrounding the garden is newly painted.
Aeda ümbritsev tara on värskelt värvitud.

Do you know **the man who wrote that poem?**
Kas sa tunned meest, kes selle luuletuse kirjutas?

He didn't have **the money to buy the piano.**
Tal polnud raha klaveri ostmiseks.

1.4. Määrava artikli tarvitamine võib otseselt sõltuda nimisõna tähendusest. Nimelt tuleb määravat artiklit kasutada nimisõnadega, mis tähistavad esemeid, olendeid või nähtusi, mis meie kogemuste põhjal on unikaalsed. Siia kuuluvad ainukordsete objektide nimetused (*the sun, the moon, the earth, the world, the universe, the ground, the air, the sky, the atmosphere*) ja mõisted, nagu *the singular, the plural, the present, the past, the future, the south, the east, the north, the west, the horizon, the equator,* samuti sõnad *the post, the telegraph, the telephone, the press* jmt. üldistavas tähenduses:

The moon goes round **the earth** and **the earth** goes round **the sun.**
Kuu tiirleb maakera ümber ja maa tiirleb ümber päikese.

Birds fly in **the air**, animals walk on **the ground.**
Linnud lendavad õhus, loomad kõnnivad maa peal.

The sky is cloudy.
Taevas on pilves.

His book is in **the press.**
Ta raamat on trükkimisel.

Has **the post** come yet?
Kas post on juba tulnud?

Märkus. Püsiühendites *by post, by telephone, by telegraph* artiklit ei tarvitata:

He sent the message **by post.**
Ta saatis teate postiga.

2. Üldistav funktsioon on määrava artikli teine põhifunktsioon. Selles funktsioonis kasutatakse teda nimisõna ees, mis tähistab kogu liiki või rühma:

The rose is a lovely flower.
Roos on ilus lill.

The horse is a useful animal.
Hobune on kasulik loom.

Märkus. Üldistav funktsioon on ka umbmäärase artikli üheks kasutamisvõimaluseks:

A rose is a lovely flower.
(Igasugune) roos on kaunis lill.
Üldistada saab muidugi ka mitmuslikke nimisõnafraase kasutades:
Roses are lovely flowers.
Roosid on ilusad lilled.
Sõnu **man** ja **woman** kasutatakse üldistustes tihti ilma artiklita:
Man is taller than **woman.**
Mees on pikem kui naine.

Üldistava funktsiooni tõttu tarvitatakse määravat artiklit mitmesuguseid sotsiaalseid rühmitusi tähistavate kogunimedega (*the proletariat, the peasantry, the bourgeoisie, the nobility, the clergy*) ja samuti rahvuslikke ning ühiskondlik-poliitilisi rühmitusi tähistavate mitmuslike nimisõnadega (*the Estonians, the Russians, the Americans, the workers, the peasants, the capitalists, the catholics*) ning substantiveerunud e. nimisõnana tarvitatavate omadussõnadega (*the rich, the poor, the blind, the young, the old, the aged, the unemployed, the English, the Chinese*):

The young are usually impatient.
Noored on tavaliselt kannatamatud.

The Estonians speak Estonian.
Eestlased kõnelevad eesti keelt.

The rich cannot understand **the poor.**
Rikkad ei suuda mõista vaeseid.

The British are proud of their sense of humour.
Inglased on uhked oma huumorimeele üle.

Märkus. Kogunimed mankind, humanity, society, posteriority esinevad valdavalt ilma artiklita:

We should work for the benefit of **society.**
Me peame töötama ühiskonna heaks.

Exercise 9

A. Explain the use or absence of the definite article, translate the sentences into Estonian.

1. Man has come a long way since the Stone Age.
2. The textile industry is one of the oldest branches of Britain's industry.
3. The lion is a wild beast.
4. The public are requested to keep calm.
5. The exception proves the rule.
6. Man must change in a changing world.
7. The nobility think they have blue blood.
8. He wants to work for the good of mankind.
9. The audience liked the show very much.
10. Let's ask the usherette to help us find our seats.
11. I am the happiest girl under the sun.
12. They want to know the whole truth about the matter.
13. Will you take my letter to the post?
14. Woman lives longer than man in most European countries.
15. The whale is a mammal, not a fish.
16. In the country of the blind one-eyed man is a king.

B. On the basis of A answer the following questions.

1. What does he want to work for?
2. Did the audience like the show?
3. What do the nobility think?
4. What is the whale?
5. Whom did you ask to help you find your seats?
6. What wild beasts do you know?
7. Where does woman live longer than man?
8. What is one of the oldest branches of industry in Great Britain?
9. Why must man change?
10. Who feels like a king in the country of the blind?

Exercise 10

Insert the required articles.

1. —— train stopped at —— little station. 2. —— man looked out of —— window and saw —— woman who was selling —— cakes. 3. —— man wanted to buy —— cake. 4. —— woman was standing far from —— train. 5. —— man did not want to get out of —— carriage. 6. He called —— boy who was standing near —— train and asked him, «How much does —— cake cost?» 7. «Twenty kopecks,» answered —— boy. 8. —— man gave —— boy forty kopecks and said, «Bring me —— cake and for —— rest of —— money buy one for yourself». 9. Some minutes later —— boy returned. 10. He was eating —— cake. 11. He gave —— man twenty kopecks and said, «There was only one cake left».

Exercise 11

Insert the required articles.

1. When I want to write —— letter to —— friend I take —— ballpoint pen and —— sheet of paper. 2. I write my address in —— top right-hand corner of —— paper. 3. Under —— address I write —— date. 4. Then on —— left-hand side I write —— greeting. 5. I may, for instance, write «Dear Mike», «Dear Mr Brown», etc. 6. On —— next line I begin —— real letter. 7. When I have finished —— letter I put it into —— envelope and close —— envelope. 8. On —— envelope I write —— name and address of —— person who will receive it. 9. Then I stick —— stamp on —— envelope and post —— letter. 10. If I want to send —— letter of particular value, I have it registered. 11. I give it to —— clerk dealing with registered letters. 12. —— clerk weighs —— letter, sticks on —— necessary stamps and writes out —— receipt.

Exercise 12

Combine the two columns into sentences.

I	II
Astronomy is thought	by eating
The lightest gas	is a useful thing
The grasshopper has	the wrong number
The owl is supposed	turn on the radio
The orange and the lemon	Mike to the telephone
The appetite grows	to be the oldest science
The tortoise can live	originated in China
The telephone was invented	is hydrogen
You have dialled	to be very wise
Will you please call	five eyes
The telephone	for more than 300 years
We were shown to the table	into Europe in the 16th century
Shall I	in 1874
The potato was introduced	by the waiter

Exercise 13

Fill in the blanks with articles if needed.

1. —— man went into —— shop and asked for —— pound of —— apples. 2. —— shopkeeper gave him —— apples. 3. Then —— man asked, «Can I exchange —— apples for —— pound of pears. —— price is the same.» 4. —— shopkeeper agreed and gave —— man —— pears. 5. —— man took them and was going to leave —— shop. 6. —— shopkeeper asked him for —— money. 7. «—— money for what?» asked —— man. 8. «—— money for —— pears,» said —— shopkeeper. 9. «But I gave you —— apples for —— pears,» answered —— man. 10. «Well, then —— money for —— apples.» 11. «But you still have your apples.» 12. After that —— man walked out of —— shop.

Exercise 14

Insert articles if necessary.

1. —— traveller reached —— strange city in —— middle of —— heavy downpour. 2. He made his way hastily to —— nearest hotel. 3. After several days had passed and —— rain showed no sign of slackening, he went out to purchase —— umbrella. 4. «Quite —— rain,» he observed to —— shop assistant. 5. «Has it been raining here long?» 6. «Can't say for certain, sir,» replied —— shop assistant. 7. «You see, I've only lived here for —— year.»

If you make **a promise**, you should keep it.
Kui sa midagi lubad, pead seda täitma.

Don't jump to **a conclusion!**
Ära kiirusta otsusega!

It's **a difficult question to decide.**
Seda küsimust on raske otsustada.

The reply was negative.
Vastus oli eitav.

Suur hulk abstraktnimesid on l o e n d a m a t u d ning neid kasutatakse kas ilma artiklita või, tingitult kontekstist, määrava artikliga:

We should never lose **hope.**
Me ei tohi kunagi lootust kaotada.

How **time** flies!
Kuidas aeg lendab!

He is sure of **success.**
Ta on edus kindel.

I was simply green with **envy.**
Ma olin kadedusest lausa roheline.

He lacks **ambition.**
Tal puudub auahnus.

History and **politics** are his hobbies.
Ajalugu ja poliitika on ta hobideks.

Vrd.: **The desire to please** is her greatest weakness.
Soov meeldida on ta suurim nõrkus.

I like **the humour of Charlie Chaplin.**
Mulle meeldib Charlie Chaplini huumor.

Artikli tarvitamise abstraktsete nimisõnadega muudavad keeruliseks järgmised asjaolud.

Paljusid abstraktseid nimisõnu (näit. *decision, difference, difficulty, discussion, experience, favour, failure, negotiation, trouble, worry* jt.) saab tarvitada niihästi loendamatutena kui ka loendatavatena sõltuvalt tähendusvarjundist, mida tahame neile anda. Vrd.:

Suddenly **a difficulty** arose.
Äkitselt kerkis esile üks raskust valmistav asjaolu.

She had **great difficulty** in understanding the guide.
Tal oli suuri raskusi giidist arusaamisel.

All his efforts ended in **failure.**
Kõik ta püüdlused lõppesid ebaõnnestumisega.

She was **a failure** as a nurse.
Ta ei kõlvanud meditsiiniõeks.

I don't want to be **a trouble** to you.
Ma ei taha sulle tüli teha.

I am in **great trouble.**
Ma olen suurtes raskustes.

He acted with **decision.**
Ta tegutses otsusekindlalt.

You must come to **a decision.**
Sa pead otsusele jõudma.

Ka sõnad *beauty, chance, joy, language, life, light, success, war, work* jmt. võivad olla nii loendamatud abstraktsed nimisõnad kui loendatavad üldnimed, sõltuvalt nende tähendusvarjundist ja kontekstist. Vrd.:

The girl is **a real beauty.**
Tüdruk on tõeline kaunitar.

He can appreciate **beauty.**
Ta oskab ilu hinnata.

Animals do not possess **language.**
Loomadel ei ole keelt.

English is **an Indo-European language.**
Inglise keel on indo-euroopa keel.

Life goes on.
Elu läheb edasi.

They began **a new life.**
Nad alustasid uut elu.

His book was **a great success.**
Ta raamatul oli suur menu.

I wish you **success.**
Soovin teile edu.

Mõned abstraktsed nimisõnad, mis on küll loendamatud, kuna neid ei kasutata koos arvsõnadega ning neil pole mitmuse vormi, võivad mõningates kontekstides esineda koos umbmäärase artikliga:

She has **a good knowledge of English.**
Ta oskab hästi inglise keelt.

You'll have to have **a think** about this before you give me an answer.
Sa pead selle üle järele mõtlema, enne kui annad mulle vastuse.

Sõnu *pleasure, pity, relief, shame, disgrace* jmt. tarvitatakse koos umbmäärase artikliga formaalse eelaluse **it** ja hüüdlauseid alustava *what* järel:

It is **a pleasure** to see you in such a dress.
On meeldiv näha sind sellises kleidis.

It's **a pity** he can't swim.
Kahju, et ta ei oska ujuda.

What **a shame!**
Milline häbi!

What **a relief** to hear you laughing again!
Milline kergendus on kuulda sind jälle naermas!

Muudes konstruktsioonides esinevad need sõnad tavaliselt ilma artiklita:

I felt **pity** for him.
Mul oli temast kahju.

Work first, **pleasure** afterwards.
Enne töö, siis lõbu.

I'll do it with **pleasure.**
Ma teen seda hea meelega.

His behaviour brought **disgrace** on his family.
Oma käitumisega häbistas ta oma perekonda.

Nimisõnad *advice, fun, luck, information, news, permission, progress, weather* on loendamatud ja neid ei kasutata mitte kunagi umbmäärase artikliga:

He gave me **good advice.**
Ta andis mulle head nõu.

It was **great fun.**
See oli väga tore.

What **luck** I met you!
Milline õnn, et sind kohtasin!

He is making **slow progress.**
Ta edasijõudmine on aeglane.

That's **news** to me.
See on mulle uudiseks.

What **nasty weather!**
Milline vastik ilm!

Märkus. Antud nimisõnu (v. a. **permission**) saab tarvitada määrava artikliga:

The weather is cold.
Ilm on külm.

The news was sad.
Uudised olid kurvad.

I had **the luck to see him.**
Mul oli õnn teda näha.

Aga: He got **permission to go away.**
Ta sai loa lahkuda.

2. Artikli tarvitamine sõltub suuresti nimisõna juurde kuuluvatest täienditest.

2.1. Üldreeglina piiritleb kirjeldavat täiendit (a descriptive attribute) sisaldavat NF-i umbmäärane artikkel, piiritleva täiendiga (a restrictive attribute) NF-ides tarvitatakse määravat artiklit. Kirjeldav täiend annab üldiseid lisaandmeid nimisõnaga tähistatud asja, olendi või nähtuse kohta, piiritlev täiend osutab piiritleva asja, olendi või nähtuse nendele omadustele, mis eristavad teda teistest samalaadilistest asjadest, olenditest, nähtustest. Võrrelge artikli tarvitamist alljärgnevates lausetes:

Kirjeldav täiend	Piiritlev täiend
They passed a red telephone box.	He walked to the nearest telephone box.
Mr. Bond had quite a large house.	This is the house you are looking for.
I have a good book on the subject.	This is the best book published on the subject.
What do we call a man who makes shoes?	What do we call the month that comes between June and August?
His father was a man of about fifty.	Her father was the captain of this ship.

Siinjuures tuleb meeles pidada, et need abstraktsed nimisõnad, mida täiendita tarvitatakse ilma artiklita, ei vaja umbmäärast artiklit ka siis, kui nad esinevad koos kirjeldava täiendiga (vrd.: *history* — **English history**, *literature* — **medieval literature**, *poetry* — **modern poetry**, *experience* — **great experience**, *confidence* — **perfect confidence**):

They talked **about English poetry.**
Nad kõnelesid inglise luulest.

He likes **abstract art.**
Talle meeldib abstraktne kunst.

He had **sufficient experience** in his work.
Tal oli oma töös piisavalt kogemusi.

Märkus. Of-fraasi abil väljendatud piiritleva täiendi lisamine sellistele fraasidele toob endaga kaasa määrava artikli tarvitamise:

They talked **about the English poetry of the 18th century.**
Nad kõnelesid XVIII sajandi inglise luulest.

Aga: They talked about 18th century English poetry.

Ilukirjanduslikes tekstides võib umbmäärane artikkel mõnikord esineda ka koos kirjeldavat täiendit omavate abstraktsete nimisõnadega. Umbmäärane artikkel siin näitab, et tahetakse esile tuua kirjeldatava nähtuse mingit erilist külge, mis ilmneb ainult antud olukorras. Iseloomulik on umbmäärane artikkel omadussõnadega *certain* ja *peculiar* laiendatud abstraktsetele nimisõnadele; tihti esineb sellistes NF-ides ka täiendlause:

I felt **a certain impatience that was new to me.**
Ma tundsin mingit uutmoodi kärsitust.

The town had **a peculiar charm.**
Linnal oli iseäralik võlu.

The girl had **a natural grace that was very attractive.**
Tüdrukus oli mingit äärmiselt võluvat loomulikku graatsiat.

2.2. Kui nimisõna täiendiks on arvsõna, tuleb artikli tarvitamisel juhinduda järgmistest põhimõtetest.

Põhiarvsõnast eestäiendi korral artikkel kas puudub või siis kasutatakse kõnesituatsioonist ja kontekstist tingituna määravat artiklit:

We saw **two little girls** playing in the garden.
Me nägime kahte väikest tüdrukut aias mängimas.

The two girls were Henry's sisters.
(Need) kaks tüdrukut olid Henry õed.

Järgarvsõnaga väljendatud eestäiendi korral tarvitatakse üldjuhul määravat artiklit:

The second chapter was more interesting.
Teine peatükk oli huvitavam.

I had a seat in **the fifth row.**
Mul oli koht viiendas reas.

Juhul kui järgarvsõna kasutatakse tähenduses «veel üks»; «veel teinegi» jne., siis eelneb talle umbmäärane artikkel:

May I ask for **a second cup of coffee?**
Kas ma tohiksin paluda veel ühe tassi kohvi?

Two years later they made **a third voyage to America.**
Kaks aastat hiljem tegid nad veel kolmandagi reisi Ameerikasse.

Mõnedes püsiühendites artikkel järgarvsõnade ees puudub:

Her roses gained **first prize** at the flower show.
Ta roosid võitsid lillenäitusel esimese auhinna.

She gave the man **first aid.**
Ta andis mehele esmaabi.

They always travel **first class.**
Nad reisivad alati esimeses klassis.

At first sight the problem seemed easy.
Esimesel pilgul tundus probleem lihtne.

Habit is **second nature.**
Harjumus on teine loomus.

I bought this car **second-hand.**
Ma ostsin selle auto pruugituna.

Kui nimisõnal on põhiarvsõnaga väljendatud järeltäiend, siis artiklit ei tarvitata. Eesti keelde tõlgitakse sellised konstruktsioonid tavaliselt järgarve kasutades.

Switch over to **Channel 2.**
Lülita televiisor teisele kanalile.

Our seats are in **row five.**
Meie kohad on viiendas reas.

Take **bus eleven.**
Mine bussiga number 11.

2.3. Kui nimisõnafraasis on eestäiendiks omastavas käändes olev nimisõna, siis on artiklikasutuses kaks võimalust. Esimesel juhul kuulub artikkel täiendi, genitiivis oleva nimisõna juurde. Selline täiend on piiritleva tähendusega:

The boy's toys were on the floor.
Poisi mänguasjad olid põrandal.

The boys' room is on the top floor.
Poiste tuba on ülemisel korrusel.

A boy's toys are usually cars.
Poisi mänguasjadeks on tavaliselt autod.

Teisel juhul on artikkel seotud fraasi põhisõnaga, mitte genitiivse nimisõnalise täiendiga. Seetõttu on siin võimalik, et genitiivis olev nimisõna on mitmusevormis, fraasi piiritleb aga umbmäärane artikkel:

Billy was **at a boys' camp** somewhere.
Billy oli mingis poistelaagris.

Let's have **a five minutes' break.**
Teeme viieminutilise vaheaja.

Have you ever attended **a parents' meeting?**
Oled sa kunagi käinud lastevanemate koosolekul?

Of-fraasiga laiendatud nimisõnafraasides tarvitatakse umbmäärast artiklit, kui *of*-fraas on oma iseloomult kirjeldav:

My friend is **a man of wide reading.**
Mu sõber on suure lugemusega mees.

He presented the girl **with a ring of gold.**
Ta kinkis tüdrukule kuldsõrmuse.

I'll have **a cup of tea** with you.
Ma joon sinuga tassi teed.

He gave his mother **a bunch of flowers.**
Ta andis emale kimbu lilli.

Ka arvsõnu sisaldavad *of*-fraasid on kirjeldavad täiendid:

One can see the castle **from a distance of two kilometres.**
Lossi võib näha kahe kilomeetri kauguselt.

She gets **a monthly salary of two hundred roubles.**
Ta saab kahesaja-rublalist kuupalka.

There was a small window **at a height of ten metres above the ground.**
Kümne meetri kõrgusel maapinnast oli väike aken.

Juhul, kui *of*-fraas on piiritlevaks täiendiks, tuleb kasutada määravat artiklit:

They were sitting **in the shade of a tree.**
Nad istusid puu varjus.

Who is **the head of the family?**
Kes on perekonna pea?

He leaned **on the back of the chair.**
Ta nõjatus tooli seljatoele.

Begin reading **at the top of the page!**
Hakake lugema lehekülje algusest!

Märkus. Of-fraasi moodustamisel tuleb meeles pidada, et *one of, some of, any of, each of, many of, most of, none of, which of, all of, several of, the first of, the rest of, the majority of* järel esinevat nimisõna tuleb tarvitada määrava artikliga (või mõne teise piiritlejaga, näit. omastava või näitava asesõnaga või genitiivse nimisõnaga):

One of **the boys** wants to speak to you.
Üks nendest poistest tahab teiega rääkida.

The rest of the children went home.
Ülejäänud lapsed läksid koju.

3. Artikli tarvitamine sõltub mõningal määral ka antud nimisõnafraasi s ü n t a k t i l i s e s t f u n k t s i o o n i s t lauses, seda eriti täite, lisandi ja ütte funktsiooni korral. Ülejäänud süntaktilised funktsioonid ei mõjuta nii otseselt artikli tarvitamist.

3.1. Artikli tarvitamisel nimisõnafraasidega, mis lauses funktsioneerivad t ä i t e n a, tuleb juhinduda järgmistest põhimõtetest.

Üldjuhul kasutatakse täitena funktsioneerivates NF-ides umbmäärast artiklit:

Jack is **an engineer.**
Jack on insener.

On leaving school Jean became **a typist.**
Pärast kooli lõpetamist hakkas Jean masinakirjutajaks.

It was **a warm summer day.**
Oli soe suvepäev.

Kui täitena funktsioneeriv NF tähistab ametit või positsiooni, mida saab korraga täita ainult üks isik, siis jäetakse artikkel ära või (harvemini) kasutatakse määravat artiklit:

He was **(the) chairman of the local committee.**
Ta oli kohaliku komitee esimees.

Who's **(the) captain of the team?**
Kes on meeskonna kapten?

I could have become **Prime Minister.**
Minust oleks võinud saada peaminister.

He was elected **President of the Academy.**
Ta valiti akadeemia presidendiks.

Verbi *turn* järel puudub NF-il alati artikkel:

He turned **traitor.**
Temast sai reetur.

She had to turn **cook.**
Ta pidi kokaks hakkama.

3.2. L i s a n d i (the apposition) funktsioonis oleva NF-i puhul tuleb artikli tarvitamisel juhinduda järgmistest reeglitest.

Pärisnimele eelnevat lisandit kasutatakse ilma artiklita juhul, kui lisand tähistab aunimetust, sõjaväekraadi, austavat ametinimetust, teaduslikku kraadi, viisakustiitlit vms. Näit.: *Queen Victoria, Lieutenant Sedov, Academician Ariste, President Lincoln, Comrade Ivanov, Doctor Black, Professor Jones, Miss Smith.*

Samuti ei tarvitata artiklit sugulussuhteid tähistavate nimisõnadega, millele järgneb pärisnimi: *Aunt Polly, Uncle Soames.*

Teisi üldnimesid kombinatsioonis järgneva pärisnimega tarvitatakse tavaliselt koos määrava artikliga: *the student Tamm, the painter Turner, the planet Mars, the dog Barry, the novel «A Farewell to Arms».*

Pärisnimele järgneva valitavat ameti- või aunimetust tähistava lisandi ees jäetakse artikkel tavaliselt ära:

Eric Gold, **president of the society,** will open the discussion.
Eric Gold, ühingu president, avab diskussiooni.

Ka *of*-fraasiga väljendatud lisandites, mis tähistavad aunimetusi ja tiitleid, ei tarvitata artiklit:

They met Peter Denton, **leader of the Democratic group.**
Nad kohtusid Peter Dentiniga, demokraatide rühma juhiga.

She got the degree of **Doctor of Philosophy.**
Ta sai filosoofiadoktori kraadi.

Teisi järelasendi lisandeid kasutatakse üldreeglina koos artikliga:

W. Turner, **the celebrated English painter,** died in 1851.
W. Turner, kuulus inglise maalikunstnik, suri 1851. aastal.

Eva Tamm, **a first-year student,** wants to ask you a question.
Eva Tamm, esimese kursuse üliõpilane, tahab esitada teile ühe küsimuse.

«A Farewell to Arms», **a novel by E. Hemingway,** was first published in 1929.
E. Hemingway romaan «Hüvasti, relvad» ilmus esmakordselt trükis 1929. aastal.

3.3. Artiklit ei tarvitata NF-ides, millel on lauses ütte (the direct address) funktsioon:

Come here, **boy!**
Tule siia, poiss!

What's your first name, **young man?**
Kuidas on su eesnimi, noormees?

Exercise 16

Supply the required articles for nouns in the following sentences, paying special attention to abstract nouns and names of materials.

1. He said it was — pity he had not found me at home. 2. He lived — happy life. 3. I did not utter — single word. 4. She hurried downstairs and found — water almost boiled away. 5. — coffee was better than Dinny had hoped and very hot. 6. He gave us such — good advice. 7. Her husband taught — ancient literature. 8. She asked for — permission to go out in — afternoon. 9. You did such — splendid work. 10. — house was in — disorder. 11. Poets are seldom interested in — geometry. 12. Edward's knowledge of — history of — geometry was immense. 13. He was waiting for — permission to start his experiment. 14. I am not sure whether it is — good news or bad. 15. He felt — honest admiration for his friend. 16. They walked in — silence along the path. 17. After — long silence she began her story. 18. He woke on — following morning in — despair. 19. He has got such — important information. 20. The patient is making — good progress.

Exercise 17

Supply the required articles for the nouns modified by descriptive and restrictive attributes in the following sentences.

1. He had — feeling of — profound satisfaction. 2. They had not walked — miles's distance when they saw the lake. 3. — collar of his shirt was badly ironed. 4. I turned and saw — crying child. 5. They arrived in — second week of September. 6. — house of

his neighbour is newly painted. 7. There was — faded photograph and — pen on the desk. 8. He is — right man in — right place. 9. She was — most beautiful girl in the room. 10. They live in — centre of the city. 11. Timothy was — very learned person. 12. I want — dark grey tie with — white or black stripes. 13. — rest of — students are in — adjoining room. 14. We must have — second race to decide who is the real winner. 15. He made — tea and ate — biscuits Mrs Chase had brought him. 16. «She is — wonderful woman,» the girl said softly. 17. — second day was like — first. 18. Our seats are in — row eight. 19. Cash the money at — window three. 20. My first thought was not to give it — serious attention.

Exercise 18

Supply the required articles for nouns in the following sentences, paying special attention to those used in apposition and direct address.

1. «This is Wendy Jones, — old school friend of mine,» he said. 2. — famous critic Paul Carrington was here last night. 3. What's going on, — mother? 4. «What's your name, — boy?» the policeman asked. 5. Eric Long, — neighbour of yours, visited us yesterday. 6. Even Mr Holt, — most realistic man there, could not understand me. 7. The principal of the school decided to send — boy Warren back home. 8. I was introduced to — Colonel Knight. 9. — Uncle Philip is on the telephone. 10. — nurse Caven, — tall woman of fifty, opened the door. 11. — Captain Hastings was sitting on the veranda, reading a book. 12. Come in and shut the door, — young man. 13. How is my wife, — doctor? 14. Benjamin Britten, — well-known British composer, was born in 1913. 15. — doctor has come. 16. He was appointed — member of the council. 17. He was chosen — chairman of the society. 18. This is my friend Anthony Black, — Englishman. 19. He opened another door, — small door in the side wall. 20. Professor Edwards is — head of the department of — chemistry.

Exercise 19

Insert the indefinite article where necessary.

1. — work first, — pleasure afterwards. 2. It is always — pleasure to meet old friends. 3. He likes to take — run and have — swim every morning. 4. He is — man who is always in — good humour. 5. He was particularly interested in — Estonian sculpture. 6. I don't like — tea, I'll have — coffee instead. 7. She was making — great progress. 8. What — cold weather we're having today! 9. She has — good memory. 10. He has — music lesson at ten o'clock. 11. There was — smile on her lips. 12. He didn't look — day more than twenty-five. 13. I admire — French

culture. 14. This thought gave me — immense satisfaction. 15. I had — talk with Charles. 16. Only — month remains, and not — minute must be lost. 17. The play was — great success. 18. Most men want — success. 19. My grandfather likes — classical music and — philosophy. 20. It is difficult to come to — decision. 21. What — fun the boys had at the seaside. 22. What — luck she met you!

Artikli tarvitamise erijuhud
The use of the article in some special cases

1. Nimisõnu *school, college, university, hospital, prison, church, court, table, bed* tarvitatakse ilma artiklita, kui nad esinevad üldises tähenduses, tähistades koos verbi või eessõnaga esinedes nende kohtadega seotud tegevust või olukorda, ja koos artikliga, kui nad tähistavad konkreetset asutust, ehitist või eset:

School begins at eight.
Õppetöö algab kell kaheksa.

He went **to school** at the age of six.
Ta läks kooli kuueaastaselt.

When did he leave **school?**
Millal ta lõpetas kooli?

Aga: She went **to the school** to speak to the headmaster about her son.
Ta läks kooli, et rääkida direktoriga oma pojast.

Mary has been **to college** for two years.
Mary on käinud kolledžis kaks aastat.

John intends to go **to (the) university.**
John kavatseb minna ülikooli.

She is still **in hospital** (*AmE*: **in the hospital**).
Ta on ikka veel haiglas.

Vrd.: On Sunday I went **to the hospital** to see my grandmother.
Pühapäeval käisin ma haiglas vanaema vaatamas.

The criminal was sent **to prison** for two years.
Kurjategija pandi kaheks aastaks vangi.

Vrd.: The criminal's wife went **to the prison** to visit her husband.
Kurjategija naine läks vanglasse oma meest külastama.

They are **in church.**
Nad on jumalateenistusel kirikus.

Vrd.: They walked slowly **towards the church.**
Nad kõndisid aeglaselt kiriku poole.

The case was taken **to court.**
Asi läks kohtusse.

They were **at table** when I called.
Nad sõid, kui ma sinna läksin.

When do you go **to bed?**
Millal sa magama heidad?

The children are **in bed.**
Lapsed magavad.

Vrd.: She placed the doll **on the bed.**
Ta pani nuku voodile.

2. Sõna *town* tarvitatakse mõnede eessõnadega ilma artiklita, kui peetakse silmas linna, kus elatakse, või lähimat linna (kui elatakse maal):

He was **in town** on business last week.
Möödunud nädalal ajas ta linnas äriasju.

Peter is **out of town** at present.
Peetrit pole praegu linnas.

She is not **in town** now, she is in the country.
Ta pole praegu linnas, ta on maal.

Ülejäänud juhtudel kasutatakse artikleid vastavalt üldreeglitele:

I want to go **to the town where I was born.**
Tahan minna linna, kus ma sündisin.

They live **in the town of Viljandi.**
Nad elavad Viljandi linnas.

How far is it **to the nearest town?**
Kui kaugel on kõige lähem linn?

3. Nimisõna *sea* tarvitatakse fraasides *to go to sea, to be at sea* ilma artiklita:

His son wants to go **to sea.**
Ta poeg tahab hakata meremeheks.

The ship spent two months **at sea.**
Laev oli merel kaks kuud.

Kuid: Boats sail **on the sea.**
Laevad purjetavad merel.

Tallinn is **on the sea.**
Tallinn asub mere ääres.

We spent our holiday **at the sea.**
Me veetsime puhkuse mere ääres.

4. Rääkides ajast üldiselt, sõnaga *time* artiklit ei tarvitata:

That will take **time.**
See võtab aega.

Time will show who is right.
Aeg näitab, kellel on õigus.

How **time** flies!
Kuidas aeg lendab!

We have plenty of **time.**
Meil on palju aega.

It's **time to go to bed.**
On aeg magama minna.

Kirjeldava täiendiga kaasneb umbmäärane artikkel:

It took me **a long time** (=a long period of time) to write the letter.
Mul kulus palju aega kirja kirjutamiseks.

Kellaaega küsides kasutatakse määravat artiklit:

What is **the time?** (=What **time** is it?)
Mis kell on?

The time is half past ten. / It's half past ten.

Vrd. artikli kasutamist sõnaga *time* tähenduses «kord»:

How old were you when you went to the theatre for **the first time?**
Kui vana sa olid, kui käisid esimest korda teatris?

We'll do that **another time.**
Teeme seda mõni teine kord.

Where did we stop reading **last time?**
Kus me viimane kord lugemise katkestasime?

5. Ööpäeva osi tähistavaid nimisõnu *day, night, morning, evening, noon, afternoon, midnight, dawn, twilight, dusk, sunrise, sunset, daytime, nightfall* kasutatakse määrava artikliga, kui mõeldakse mingile konkreetsele päevale, ööle jne.:

The night was beautiful.
Öö oli ilus.

He spent **the afternoon** with his friends.
Ta veetis pärastlõuna koos sõpradega.

Kui neid sõnu kasutatakse öeldistäitena ilma täiendita konstruktsioonis *it is* . . . , siis artiklit ei tarvitata:

It was **noon** when he decided to go for a walk.
Oli keskpäev, kui ta otsustas jalutama minna.

Artikkel puudub ka juhul, kui öeldistäitel on täiendiks sõnad *early, late, broad, high:*

It was **early morning.**
Oli varahommik.

Teiste kirjeldavate täiendsõnade kasutamine antud konstruktsioonis toob endaga tavaliselt kaasa umbmäärase artikli tarvitamise:

It was **a gloomy day.**
Päev oli sombune.

Kui sõnu *morning, day* ja *dawn* (tähendusvarjundiga «valgus») kasutatakse koos verbidega *to break, to be at hand* ja sõnu *evening, night, dusk* (tähendusvarjundiga «pimedus») verbidega *to fall, to gather, to set in, to be at hand, to come,* siis artiklit ei tarvitata:

Day was breaking when they set out.
Päev koitis, kui nad teele asusid.

Night begins to fall.
Öö hakkab saabuma.

Püsiühendites eessõnadega *in, on* ja *during* kasutatakse tavaliselt määravat artiklit:

We must get up early **in the morning.**
Peame hommikul vara tõusma.

He left **on the following evening.**
Ta lahkus järgmisel õhtul.

The child woke up several times **during the night.**
Laps ärkas mitu korda öö jooksul üles.

Kui antud nimisõnade juurde kuulub täiendina nädalapäeva nimetus, siis artiklit ei kasutata:

We met **on Tuesday morning.**
Me kohtusime teisipäeva hommikul.

(On) Sunday night we'll visit Jane.
Pühapäeva õhtul me läheme Jane'ile külla.

Püsiühendites eessõnadega *at, by, before, after, till, until, past* üldiselt artiklit ei tarvitata:

By noon the rain had stopped.
Keskpäevaks oli vihm üle jäänud.

He left **after midnight.**
Ta lahkus pärast südaööd.

Sometimes I can't sleep **at night.**
Mõnikord ma ei maga öösiti.

Artiklit ei tarvitata samuti ühendites *from morning till night, all day (long), day after day, day in day out, day and night* jm.:

I have been reading **all day long.**
Ma olen terve päeva lugenud.

6. Söögiaegade nimetused esinevad tavaliselt ilma artiklita:

Breakfast is ready.
Hommikusöök on valmis.

She came **to lunch** at the appointed time.
Ta tuli lõunale kokkulepitud ajal.

Minevikus toimunud konkreetsest söögiajast rääkides kasutatakse määravat artiklit:

The supper was excellent.
Õhtusöök oli suurepärane.

Kirjeldava täiendi korral esineb umbmäärane artikkel:

You can get **a good dinner** here.
Siin saab hästi lõunastada.

7. Sõnu *today, tonight, tomorrow, yesterday* kasutatakse ilma artiklita:

Tomorrow will be my birthday.
Homme on mu sünnipäev.

Aga: **The day after tomorrow** will be Wednesday.
Ülehomme on kolmapäev.

8. Nädalapäevade ja kuude nimetustega artiklit üldreeglina ei tarvitata:

He arrived **on Friday.**
Ta saabus reedel.

We do our shopping **on Thursdays.**
Me teeme sisseoste neljapäeviti.

May is a spring month.
Mai on kevadkuu.

Aga: He arrived **on a Friday.**
Ta saabus ühel reedesel päeval.

Limiteeriva täiendi korral kasutatakse määravat artiklit:

The July of 1986 was very hot.
1986-nda aasta juulikuu oli väga palav.

It happened **on the Wednesday before the wedding.**
See juhtus kolmapäeval enne pulmi.

Kui täiendiks on sõnad *next* ja *last,* siis artiklit ei tarvitata:

Did you go to the party **last Saturday?**
Kas sa käisid möödunud laupäeval peol?

Märkus. Nädalapäevade ja kuude, samuti pühade ning keelte nimetusi peetakse inglise keeles pärisnimedeks, mistõttu nad kirjutatakse suure algustähega.

9. Pühade nimetusi tarvitatakse ilma artiklita:

She gave a big party **on New Year's Eve.**
Ta korraldas suure peo vana-aastaõhtul.

More and more people in England go to church only at **Christmas.**
Üha enam inimesi Inglismaal käib kirikus ainult jõulude ajal.

10. Aastaaegade nimetustega (sõnad *winter, spring, summer, autumn*) esineb artikli tarvitamisel kõikumisi. Aastaaegadest üldiselt kõneldes artiklit tavaliselt ei tarvitata:

I like **autumn.**
Mulle meeldib sügis.

Kui jutt on mingist kindlast aastaajast, kasutatakse määravat artiklit:

The summer was very hot that year.
Suvi oli väga palav tol aastal.

In the spring I want to go to Riga.
(Sel) kevadel ma tahan minna Riiga.

Siiski on siin võimalik ka artikli ärajätmine, eriti kui lauses on öeldisverbid *to come, to approach, to set in, to come to an end, to be over, to pass:*

Summer was over.
Suvi on läbi.

Winter passed quickly.
Talv möödus kiiresti.

Piiritleva täiendi korral kasutatakse alati määravat artiklit:

It happened **in the winter of 1987.**
See juhtus 1987-nda aasta talvel.

Kirjeldava täiendiga esineb umbmäärane artikkel:

It was **a cold spring.**
Oli külm kevad.

Artiklit ei kasutata adjektiividega *early* ja *late* laiendatud aastaaegade nimetustega:

It was **early spring.**
Oli varakevad.

Kui aastaaegade nimetusi (ja samuti sõnu *week, month* ja *year*) laiendavad sõnad *last* (möödunud) ja *next* (järgmine), siis artiklit ei tarvitata:

Last winter he was ill for a long time.
Möödunud talvel ta oli pikka aega haige.

I'll be abroad **next autumn.**
Järgmisel sügisel olen välismaal.

Aga: That was **the last summer I spent at home.**
See oli viimane suvi, mille ma kodus veetsin.

Artikli tarvitamine aastaaegade nimetustega on mõningases sõltuvuses ka nendele eelnevatest eessõnadest. Ühenduses eessõnadega *in, till, until, before, after, by* tarvitatakse neid niihästi artikliga kui artiklita:

He usually goes on holiday **in (the) winter.**
Tavaliselt on tal puhkus talvel.

She'll be back **by winter.**
Talveks on ta tagasi.

Märkus. Sõnaga *fall* (Am. E) kaasneb üldreeglina määrav artikkel: **In the fall** fruits become ripe.

In the fall fruits become ripe.
Sügisel saavad puuviljad küpseks.

Ühenduses eessõnadega *through, for, during* on tendents kasutada aastaaegade nimetustega määravat artiklit:

He stayed in London **during the summer** and worked hard.
Ta jäi suveks Londoni ja tegi kõvasti tööd.

11. Sõnad r a d i o, t e l e v i s i o n.

Üldises tähenduses tarvitatakse sõna *radio* määrava artikliga ja sõna *television* tavaliselt ilma artiklita (mõnikord siiski ka määrava artikliga sõna *radio* kasutamisviisi mõjul):

I heard the news **on the radio.**
Ma kuulsin seda uudist raadiost.

What's **on television** tonight?
Mida täna õhtul televisioonis näidatakse?

Watching **television** is her husband's main pastime.
Televiisori vaatamine on ta mehe peamine ajaviide.

Vrd. ka:

I heard it **on/over the wireless.**
Kuulsin seda raadiost.

Sõnu *radio/wireless (set)* (=raadioaparaat) ja *television (set)* (=televiisor) kasutatakse artiklitega vastavalt üldistele reeglitele:

We must buy **a new radio.**
Peame ostma uue raadio.

He bought **a second-hand television set.**
Ta ostis tarvitatud televiisori.

12. Määrav artikkel on tavaline paljudes väljendites nimisõnadega *theatre, cinema*:

Are you going **to the cinema** tonight?
Kas sa lähed täna õhtul kinno?

In the evening he went **to the theatre.**
Õhtul läks ta teatrisse.

I like **the cinema** better than **the theatre.**
Mulle meeldib kino rohkem kui teater.

Rääkides kino- või teatrihoonest, tarvitatakse artikleid vastavalt üldistele reeglitele:

A new theatre is being built in the city centre.
Kesklinna ehitatakse uut teatrit.

This film is on **at a cinema near the railway station.**
Seda filmi näidatakse ühes kinos raudteejaama ligidal.

Ka sõnadega *concert, museum, art gallery* tarvitatakse artikleid vastavalt üldreeglitele:

Would you like to go **to a concert?**
Tahaksid sa kontserdile minna?

13. Määravat artiklit tarvitatakse koos m u u s i k a r i i s t a d e n i m e t u s t e g a ühenduses verbiga *to play*:

She plays **the piano** very well.
Ta mängib väga hästi klaverit.

He played a waltz by Strauss **on the violin.**
Ta mängis viiulil ühe Straussi valsi.

Kuid s p o r d i- ja a j a v i i t e m ä n g u d e mängimisest kõneldes artiklit ei tarvitata:

The boys were playing **volley-ball.**
Poisid mängisid võrkpalli.

Can you play **hockey?**
Kas sa oskad hokit mängida?

Children like playing **snowballs.**
Lastele meeldib lumesõda mängida.

14. Perekonnaliikmete nimetusi kasutatakse sama perekonna liikmete poolt ilma artiklita, kuna neid vaadeldakse pärisnimedena. Sellest tingituna kirjutatakse neid tavaliselt ka suure algustähega:

When will **Father** come?
Millal isa tuleb?

Mother gave me some money to buy apples.
Ema andis mulle õunte.ostmiseks raha.

I haven't seen **Uncle** for nearly a month.
Ma pole onu peaaegu kuu aega näinud.

15. Haiguste nimetusi tarvitatakse üldiselt ilma artiklita:

He fell ill **with flu.**
Ta jäi grippi.

The doctor said he had **pneumonia.**
Arst ütles, et tal on kopsupõletik.

Aga: **The measles** is an infectious disease.
Leetrid on nakkushaigus.

Järgmistes väljendites kasutatakse umbmäärast artiklit:

She had **a (bad, nasty) headache.**
Tal oli (tugev) peavalu.

He has **a toothache.**
Ta hammas valutab.

I have **a cold in the head.**
Mul on nohu.

I have **a sore throat.**
Mu kurk valutab.

The child has **a (high) fever.**
Lapsel on (kõrge) palavik.

16. Keelte nimetusi tarvitatakse ilma artiklita, kui neile ei järgne nimisõna *language*:

Do you speak **English?**
Kas te kõnelete inglise keelt?

English and **German** are related languages.
Inglise ja saksa keel on sugulaskeeled.

Aga: **The English language** is spoken all over the world.
Inglise keelt kõneldakse kogu maailmas.

Järgmistes väljendites kasutatakse tavaliselt määravat artiklit:

What is **the English** for «raamat»?
Kuidas on inglise keeles «raamat»?

This book is translated **from (the) French.**
See raamat on tõlgitud prantsuse keelest.

Exercise 20

Insert articles if necessary.

1. Dick has been in — hospital for two weeks already. 2. On Saturday I'm going to — hospital to visit a friend who is ill with pneumonia. 3. There's — very good hospital in this town. 4. On Fridays they seldom go to — bed before — midnight. 5. — Mother was putting clean sheets on — bed. 6. I know Tom will be late for — school. 7. He has been in — hospital since Monday. 8. The boy left — home and went to — sea. 9. Turn left when you have passed — church. 10. — hospital is round — corner. 11. The criminal was sent to — prison for — year. 12. Let's go for a walk before going to — bed. 13. Peggy will go to — school next Saturday to attend — parents' meeting. 14. Next year he'll be old enough to go to — school.

Exercise 21

Insert articles if necessary.

1. I was born at Tartu and went to — school there. 2. She taught German and — Russian at — local school. 3. After — lunch — Doctor Peck went off to — hospital. 4. He is now in — hospital and his condition is reported as being serious. 5. — college is just over the road from — railway station. 6. We had such — awful weather. 7. The architecture of — church is beautiful. 8. He was late for — school yesterday because all the clocks in the house were five minutes slow. 9. — bed is too small for the child. 10. There were three of us at — table that night. 11. — wood this table is made of is oak. 12. — wood is used for making — furniture. 13. Mother told me to buy some eggs for — breakfast. 14. Charles is coming to — dinner. 15. — winter set in early and unexpectedly with — heavy fall of — snow.

Exercise 22

Insert articles if necessary.

1. She gave us — coffee and — cheese. I drank — coffee but I didn't like — cheese. 2. When do you have — breakfast? 3. — breakfast she gave us was very good. 4. — school isn't far from our home. 5. Parents are nowadays often invited to — school. 6. They greeted me without — enthusiasm. 7. He loves — abstract

art. 8. — sun sank below — horizon. 9. Are we on — right road? 10. She is ill with — bronchitis. 11. It was not — warm afternoon. 12. — sun seems as hot as in — summer. 13. Please turn — radio off and switch — television on. 14. How much does — colour television cost? 15. I saw — good play on — television last night. 16. What is — Russian for «love»?

Exercise 23

Insert articles if necessary.

1. We spent a lot of — time on the beach. 2. It is — lunch-time. 3. Snow fell during — night. 4. He had just — time to say a few words to his wife before — train left. 5. I shall go to Tallinn on business — next week. 6. — winter of 1987 was very cold. 7. December 26 is known as — Boxing Day. 8. We generally have — lunch about one o'clock. 9. — Christmas Day is observed on — 25th of December. 10. In some houses — dinner is — biggest meal of the day. 11. July 4 is celebrated in the USA as a national holiday, — Independence Day. 12. They are coming back — next Thursday. 13. Her birthday was in — May, on — fifteenth. 14. They will be waiting for us on — New Year's Eve. 15. — day before today is — yesterday, — day after today is — tomorrow. 16. On — evening of our departure they gave us — promised farewelll dinner. 17. Richard will be twenty — next June. 18. She sat all — night reading.

Exercise 24

Answer the following questions:

1. What time can I see you next Monday?
2. What is the third month of the year?
3. When does the academic year begin?
4. What time is it by your watch?
5. When is your birthday?
6. When does the school week begin?
7. When do you usually read papers?
8. When are shops closed the whole day?
9. When is it midnight?
10. On what days are the museums open?
11. When can you stay in bed a bit longer?
12. What's on television tonight?
13. When did you last go to the theatre?
14. What would you like to do next summer?

Exercise 25

Combine Columns I and II into sentences that make sense.

I	II
To tell the truth	to play hockey
What a liar	secretary
In the evenings we often	I don't really like him
Tom Jones was appointed	watch television
An apple a day	she had pneumonia
I went to the hospital	was beautiful
Do you like	on television tonight
The doctor said	keeps the doctor away
There's a good play	to see my brother
The architecture of the church	you are

Artikli kasutamine püsiühendites
The use of the article in set expressions

Inglise keelele on iseloomulik kindla artiklikasutusega väljendite ja püsiühendite suur hulk.

1. Umbmäärase artikliga püsiühendid

Umbmäärane artikkel esineb reas prepositsiooniga algavates väljendites: *as a matter of fact, as a result, as a rule, as a whole, at a glance, at a loss, at a stretch, at a time, in a friendly manner/way, in a fury, in a hurry, in a loud/low voice, in a sense, in a way, in a whisper, in a word.*

As a matter of fact, she was not alone.
Asi on selles, et ta polnud üksi.

He was late **as a result of the rain.**
Ta hilines vihma tõttu.

One could see **at a glance** that they were different.
Esimesest pilgust oli näha, et nad olid erinevad.

She was **at a loss for words.**
Ta ei teadnud, mida öelda.

Mother is **in a hurry.**
Emal on kiire.

Speak **in a loud voice,** would you?
Palun kõnele valju häälega!

She is right **in a sense,** but she doesn't know all the facts.
Tal on osaliselt õigus, kuid ta ei tea kõiki asjaolusid.

He answered **in a whisper.**
Ta vastas sosinal.

Umbmäärast artiklit tarvitatakse ka paljudes verbiga algavates püsiühendites. Lisaks loendatavatele nimisõnadele võib ta siin piiritleda ka nimisõnu, mis muidu on loendamatud: *to call it a day, to catch (a) cold, to fly into a temper, to fly into a fury, to give a hand to somebody, to have a good time, to have a great mind to do something, to put an end to something, to take a bath, to take a seat.*

Let's **call it a day!**
Tänaseks aitab! (Sellega lõpetame!)

If you contradict her, she will **fly into a fury.**
Kui sa talle vastu vaidled, läheb ta raevu.

Did you **have a good time** at the party?
Kas sul oli peol lõbus?

I have a great mind to do it.
Mul on suur soov seda teha.

She wanted **to put an end** to the quarrel.
Ta tahtis vaidlust lõpetada.

Inglise keeles kasutatakse tihti väljendeid, mis koosnevad verbist ja sellele järgnevast umbmäärase artikliga piiritletud deverbaalsest nimisõnast. Sellised väljendid tähistavad suhteliselt lühiajalist või ühekordset tegevust. Nendes esinevad põhiliselt verbid *to have, to give, to make, to take* jmt. Nende verbide semantika on üsna lai ja ebamäärane, tegeliku ja konkreetse tähenduse sellistele väljenditele annab verbile järgnev deverbaalne (s. o. verbist moodustatud) nimisõna. Eesti keelele pole seda tüüpi fraasid eriti omased; tavaliseks tõlkevasteks on lihtverb, mida võib laiendada määrsõna või sihitiseks olev nimisõna:

I'd like **to have a drink.**
Tahaksin juua.

Did you **have a good sleep?**
Kas sa magasid hästi?

He **took a short rest.**
Ta puhkas veidi.

He **gave** the door **a kick.**
Ta tõukas ust.

After breakfast they **took a walk.**
Pärast hommikusööki läksid nad jalutama.

2. Määrava artikliga püsiühendid

Püsiühenditest, milles esineb määrava artikliga piiritletud nimisõna, on olulisemad: *at the beginning, at the centre, at the end, at the expense, by the hour, by the way, in the afternoon, in the evening, in the long run, in the middle, in the morning, in the original, nothing of the kind, on the one hand ... on the other hand, on the safe side, on the whole, out of the question, the other day, to hold/keep somebody by the hand, to keep the house, to take the trouble, to tell the truth, to pave he way, to pull somebody by the hair.*

At the beginning I didn't like him at all.
Alguses ta mulle üldse ei meeldinud.

He finished the job **at the expense of his health.**
Ta lõpetas töö oma tervise hinnaga.

He is paid **by the hour.**
Ta saab tunnitasu.

By the way, I spoke to Dick yesterday.
Muuseas, ma kõnelesin eile Dickiga.

It's cheaper **in the long run** to buy goods of high quality.
Lõppkokkuvõttes on odavam osta kvaliteetset kaupa.

He was sitting **in the middle** of the row.
Ta istus rea keskel.

Have you read Shakespeare **in the original?**
Kas sa oled lugenud Shakespeare'i algkeeles?

On the one hand, the dress certainly looks very pretty, **but on the other,** it is rather expensive.
Ühelt poolt on see kleit kahtlemata väga kena, teisest küljest on ta aga üsna kallis.

On the whole, I like it.
Üldiselt see meeldib mulle.

This is **out of the question.**
Sellest ei saa juttugi olla!

I met her in the street **the other day.**
Ma kohtasin teda hiljuti tänaval.

She has a cold and will **keep the house** for a couple of days.
Ta on küimetunud ega lähe paar päeva välja.

To tell the truth, he is rude and arrogant.
Tõtt-öelda on ta ebaviisakas ja upsakas.

3. Artiklita püsiühendid

Ilma artiklita tarvitatakse tervet hulka ühendverbe (phrasal verbs), s. o. verbist ja nimisõnast koosnevaid püsiühendeid, mis lauses funktsioneerivad fraseoloogiliste öeldisverbidena. Sellisteks verbifraasideks on näiteks *to cast anchor, to catch fire, to catch hold of, to catch sight of, to declare war, to gain ground, to give birth, to give offence to, to give rise to, to give way to,*

to keep house, to keep pace with, to lose heart, to lose sight of, to make fun of, to make haste, to make use of, to pay attention to, to send word, to set on fire, to take advantage of, to take care of,to take to heart, to take notice of, to take offence, to take part in, to take place.

First the paper **caught fire** and then the logs.
Kõigepealt süttis paber ja siis palgid.

Suddenly I **caught sight of** her in the crowd.
Äkki ma märkasin teda rahva hulgas.

Mary **gave birth to** a son yesterday.
Maryl sündis eile poeg.

The ice **gave way.**
Jää murdus.

We **lost sight of** the ship.
Laeva polnud enam näha.

Don't **make fun of** him!
Ära heida ta üle nalja!

He **took advantage of** our absence.
Ta kasutas ära meie eemaloleku.

I'll **take care of** you.
Ma hoolitsen sinu eest.

Don't **take offence at** his words!
Ära solvu ta sõnade peale!

Ilma artiklita tarvitatakse ka paljusid prepositsioonilisi nimisõnafraase, millel lauses on põhiliselt määruse (näit. viisi- või ajamääruse jmt.) funktsioon. Sagedamini esinevateks eessõnadeks sellistes fraasides on *at, by, in, on, out of, within.*

AT They fell in love **at first sight.**
Nad armusid esimesest silmapilgust.

He lives close **at hand.**
Ta elab päris ligidal.

The man spoke **at lenght.**
Mees kõneles pikalt.

Now the country was **at peace** again.
Nüüd oli maal jälle rahu.

That set my mind **at rest.**
See rahustas mind.

Mother is **at work.**
Ema on tööl.

This small state is **at war** with two big countries.
See väike riik sõdib kahe suure maaga.

BY She did it **by accident.**
Ta tegi seda kogemata.

They went there **by air,** not **by sea.**
Nad sõitsid sinna lennukiga, mitte meritsi.

She is Estonian **by birth.**
Ta on sünnilt eestlane.

I like to travel **by bus** or **by car,** but not **by train** or **by plane.**
Mulle meeldib reisida bussi või autoga, mitte aga rongi ega lennukiga.

Kuid: We went **by the 3.15 bus.**
Me sõitsime kell 3.15 väljuva bussiga.

I met him quite **by chance.**
Ma kohtasin teda täiesti juhuslikult.

The child knows this poem **by heart.**
Laps teab seda luuletust peast.

They sent the message **by letter.**
Nad saatsid teate kirja teel.

I took the wrong letter **by mistake.**
Ma võtsin kogemata vale kirja.

He sent the parcel **by post.**
Ta saatis paki postiga.

She is a doctor **by profession.**
Ta on elukutselt arst.

I was informed about the sad news **by telegram.**
Sain kurvast uudisest teada telegrammi teel.

IN His life is **in danger.**
Ta elu on hädaohus.

He is **in debt.**
Ta on võlgades.

Mother is **in good health.**
Ema on hea tervise juures.

Please fill in the form **in ink.**
Palun täitke blankett tindiga.

She put her room **in order.**
Ta tegi oma toa korda.

They spoke **in turn.**
Nad kõnelesid kordamööda.

Eessõnaga **in** algab ka terve rida nn. liiteessõnana funktsioneerivaid fraase: *in addition to, in charge of, in comparison with, in connection with, in contrast with, in favour of, in honour of,*

in memory of, in place of, in pursuit of, in return for, in support of jmt.

He studies three hours every evening *in* **addition to the** work he does during the day.
Ta õpib kolm tundi igal õhtul lisaks tööle, mida ta teeb päeva jooksul.

In answer to my question she only smiled.
Vastuseks mu küsimusele ta vaid naeratas.

He spoke **in support of** our plan.
Ta võttis sõna meie plaani kaitseks.

ON I have come **on business.**
Ma tulin asja pärast.

Which doctor is **on duty?**
Milline arst on valves?

The house is **on fire.**
Maja põleb.

They came **on foot.**
Nad tulid jalgsi.

My parents are **on holiday** at present.
Mu vanemad on praegu puhkusel.

I'm **on leave** until the twentieth.
Ma olen kahekümnendani puhkusel.

She did it **on purpose.**
Ta tegi seda meelega.

This horse is **on sale.**
See hobune on müüa.

The sailors were allowed to spend two hours **on shore.**
Meremeestel lubati kaldal olla kaks tundi.

OUT OF The car went **out of control** and crashed into the wall.
Auto kaotas kontrolli ja kihutas vastu müüri.

Now we are **out of danger.**
Nüüd me oleme väljaspool hädaohtu.

The engine was **out of order.**
Mootor oli rikkis.

He felt **out of place** among the guests.
Ta tundis end külaliste keskel ülearusena.

The runners are **out of sight.**
Jooksjaid pole enam näha.

Mike is **out of work.**
Mike on tööta.

Exercise 26

Translate into Estonian paying special attention to the phrases with the indefinite article.

1. I have a good mind not to tell Aunt Sarah the news about Peter. 2. They were in a hurry to leave. 3. In a way she was right, but I couldn't accept all her arguments. 4. I have been painting the wall all the morning and I'm going to call it a day now. 5. It's terribly hot, let's go and have a swim. 6. Let me have a try! 7. As a rule, the quickest means of travel is by plane. 8. In a rage she flung the flowers on the floor. 9. I have taken a fancy to this red hat, I think I'll buy it. 10. Could I have a word with you? 11. She hasn't had a bite since morning. 12. If he sees any hitch-hikers on the road, he always gives them a lift in his car. 13. Hand me these books three at a time, please. 14. Have a think about it! 15. He saw at a glance that something terrible had happened. 16. She gave the orders in a loud, firm voice. 17. She is not at all grateful for the help I've given her, so I've a good mind not to help her any more. 18. I'll pay you a visit next week.

Exercise 27

Supply the required articles for nouns in the following sentences.

1. May I have — look at your newspaper? 2. She is never at — loss for something to say. 3. To tell — truth, I knew nothing about it. 4. You know English well enough to read books in — original. 5. Don't speak in — low voice! 6. Put on some warm clothes or you'll catch — cold. 7. It will take you — long time to learn Spanish properly. 8. Father is in — bad temper because he missed the bus and had to walk home. 9. Why are you in such — hurry all of — sudden? 10. You've only got — slight cold, you'll get over it in — day or two. 11. Everyone tried to get — glimpse of — hero. 12. You must have — shave. 13. You should have your house insured, just to be on — safe side. 14. He took me by — hand.

Exercise 28

Point out the phrasal verbs in the following sentences. Translate the sentences into Estonian.

1. He wants to take part in the conference. 2. Pay attention to what the teacher is saying. 3. His sister keeps house for him. 4. If we can find somebody to take care of the children we can have a week's holiday by ourselves. 5. He found the English language very difficult at first but he did not lose heart. 6. The incident took place on New Year's Eve. 7. The men shook hands with each other. 8. I caught sight of her when she was crossing the square but I didn't try to speak to her. 9. The robbers set fire

to the house. 10. It's wrong to make fun of someone in trouble. 11. The rope gave way and they fell down. 12. The curtains caught fire. 13. Make haste, otherwise you will be late for school. 14. Don't take it to heart! 15. I took advantage of his being there. 16. If she had heard your remark she would have taken offence.

Exercise 29

Supply the required articles.

1. He goes to the institute by — bus. 2. They set off at — sunrise. 3. The wood is wet, it won't catch — fire. 4. He always felt ill at — ease in her presence. 5. He calls all his students by — name. 6. These animals sleep by — day and hunt by — night. 7. Did you go there by — air or by — train? 8. I'll let you know by — telephone. 9. These apples are sold by — weight. 10. Put on your coat in — case the weather turns bad. 11. She was my companion in — sorrow and in — joy. 12. Write the letter in — pencil. 13. They paid — short visit to us. 14. They have erected — monument in — honour of the hero. 15. She took his accusation to — heart. 16. Everything is under — control. 17. This style is out of — date. 18. He is constantly finding — fault with me. 19. Peggy parted from James with — light heart. 20. He took — part in the conference. 21. Don't speak in such — loud voice. 22. Don't get angry, he did it only in — fun.

Exercise 30

Answer the following question paying special attention to the use of the articles.

1. Where did you go for your holiday last year? 2. How long did you stay there? 3. How did you get there: by train, by plane or by car? 4. Did you stay at a hotel, with your friends or in a holiday cottage? 5. How often did you go for a walk or for a swim? 6. Did you sometimes go to the cinema or to the theatre? 7. Did you play any games? 8. What else did you do during your holiday? 9. Did you have a good rest?

Artikli tarvitamine pärisnimedega
The use of the article with proper nouns

Pärisnimedega tavaliselt artiklit ei kasutata:

Tallinn is larger than **Tartu.**
Tallinn on suurem kui Tartu.

Bill knows **Henry** very well.
Bill tunneb Henryt väga hästi.

Erandlikult võib artikkel pärisnimedega siiski esineda.

1. **Isikunimede** puhul tarvitatakse artiklit alljärgnevatel juhtudel:

1) Määravat artiklit tarvitatakse isikunimedega, millel on piiritlev või kirjeldav täiend:

Is he **the Snow who is a writer?** (piiritlev täiend)
Kas ta on see Snow, kes on kirjanik?

The impatient Bill knocked again. (kirjeldav täiend)
Kannatamatu Bill koputas uuesti.

Artiklit ei kasutata aga selliste tihti esinevate kirjeldavate omadussõnaliste täienditega nagu *old, young, little, dear, poor, honest, pretty, silly, clever*:

Little Tom didn't know what to say.
Väike Tom ei teadnud, mida öelda.

Poor Jack was terribly offended.
Vaene Jack oli kohutavalt solvunud.

Good old John!
Vana hea John!

2) Kui räägitakse kogu perekonnast, kasutatakse määravat artiklit koos perekonnanime mitmusevormiga:

The Browns, who lived in the next-door house, had come to dine with **the Smiths.**
Brownid, kes elasid kõrvalmajas, olid tulnud Smithide juurde lõunale.

He was a friend of **the Robertsons.**
Ta oli Robertsonide sõber.

3) Kui viidatakse ühele perekonnaliikmele, kasutatakse umbmäärast artiklit:

It was obvious that she was **a Kennedy.**
Oli ilmselge, et ta oli Kennedy (üks Kennedytest).

Before her marriage she was **a Burton.**
Enne abiellumist oli ta Burton.

4) Umbmäärane artikkel isikunime ees võib omada tähendust «keegi»:

A Mrs Jones wishes to speak to you.
Keegi Mrs Jones soovib teiega rääkida.

5) Kui tahetakse näidata, et keegi isik sarnaneb mõnede omaduste poolest antud nime kandjale, tarvitatakse kontekstist olenevalt kas määravat või umbmäärast artiklit:

He is **a Caesar** in speech.
Ta kõneleb kui Caesar.

He is **the Shakespeare of our age.** (*piiritlev täiend*)
Ta on meie aja Shakespeare.

2. Kuigi **kohanimedega** üldreeglina artiklit ei tarvitata, esineb siingi erandeid.

1) Määravat artiklit tarvitatakse kohanimedega, millele järgneb piiritlev **of**-fraas: *the Estonia of the 1960s, the Tartu of my school-days, the New York of the story books*:

The London of the 16th century differed very much from *the London of the 20th century.*
XVI sajandi London erines suuresti XX sajandi Londonist.

Seevastu kohanimed, mida laiendab kirjeldav omadussõnaline eestäiend, ei vaja artiklit: *Soviet Russia, Old England, Modern Moscow, Northern Estonia, Central Asia, Great Britain, Ancient Greece.*

He lives **in Northern Estonia.**
Ta elab Põhja-Eestis.

Märkus. Ilmakaarte nimetusi tähistavaid nimisõnu tarvitatakse määrava artikliga:

The sun rises **in the east** and sets **in the west.**
Päike tõuseb idast ja loojub läände.

A cold wind is blowing **from the north.**
Puhub külm põhjatuul.

Japan is **in the east of Asia.**
Jaapan on Aasia idaosas.

Erandiks on fraasid prepositsioonidega *from ... to*, milledes artiklit ei kasutata (*from north to south, from east to west*), ja määrsõnadena kasutatavad ilmakaarte nimetused:

They travelled **south.**
Nad rändasid lõuna suunas.

My windows face **north.**
Mu aknad on suunaga põhja poole.

2) Kui kohanimeks on NF, mille põhisõnaks on üldnimi, siis tarvitatakse määravat artiklit: **the Middle *East*, the Far *East*, the *Union* of Soviet Socialist Republics, the Soviet *Union*, the United *States* (of America), the United *Kingdom* (of Great Britain and Northern Ireland)**

Vrd.: They live in the United States of America.
They live in the United States.
They live in America.

3) Traditsiooniliselt kasutatakse mõnede üksikute riikide, piirkondade, linnade jms. nimetustes määravat artiklit: *the Argentine* (aga: *Argentina*), *the Balkans, the Caucasus, the Congo, the Crimea, the Hague, the Netherlands, the Riviera, the Ruhr, the Ukraine.*

Kiev is the capital of **the Ukraine.**
Kiiev on Ukraina pealinn.

4) Maade ja riikide nimetustest tuletatakse vastavad omadussõnad ja nimetused antud maa ühe elaniku ja kogu rahvastiku tähistamiseks. Alljärgnev tabel pakub näiteid artiklikasutuse kohta sellistel juhtudel.

Nationality Words				
Country	**Adjective**	**Person**	**(Two ...) Persons**	**Nation**
America	American	an American	Americans	the Americans
China	Chinese	a Chinese	Chinese	the Chinese
Denmark	Danish	a Dane	Danes	the Danes / the Danish
Finland	Finnish	a Finn	Finns	the Finns / the Finnish
France	French	a Frenchman	Frenchmen	the French
Germany	German	a German	Germans	the Germans
England	English	an Englishman	Englishmen	the English
Estonia	Estonian	an Estonian	Estonians	the Estonians
Italy	Italian	an Italian	Italians	the Italians
Japan	Japanese	a Japanese	Japanese	the Japanese
Russia	Russian	a Russian	Russians	the Russians
Spain	Spanish	a Spaniard	Spaniards	the Spanish / the Spaniards
Sweden	Swedish	a Swede	Swedes	the Swedes / the Swedish
Ukraine	Ukrainian	a Ukrainian	Ukrainians	the Ukrainians

Omadussõnalist vormi kasutatakse ka vastava maa keelest rääkides. Kui keele nimetusele ei järgne sõna «language», siis artiklit ei tarvitata.

Mingi maa elanikest kõneldes kasutame määravat artiklit vaid sel juhul, kui jutt on kindlasti kogu rahvast, tervest elanikkonnast. Kui selline kollektiivne tähendus puudub, siis artiklit ei tarvitata.

Vrd.: **The Italians** are a hospitable people.
Itaallased on külalislahke rahvas.

The Italians are musical.
(Kõik) itaallased on musikaalsed.

Italians are generally good singers.
Itaallased üldiselt laulavad hästi.

Italians often drive rather carelessly.
Itaallased juhivad tihti autot üsna hooletult.

Rahvust tähistavaid nimisõnu kasutatakse põhiliselt meestest kõneldes, naiste rahvuse kirjeldamisel eelistatakse kasutada omadussõna:

Alberto is **an Italian.**
Alberto on itaallane.

Anna is **Italian**, too.
Anna on samuti itaallane.

Veel näiteid tabelis esitatu illustreerimiseks:

She is **from Italy**, her language is **Italian.**
Ta on pärit Itaaliast, ta emakeeleks on itaalia keel.

She lives **in northern Italy / in the north of Italy.**
Ta elab Põhja-Itaalias.

I like **the Italian language.**
Mulle meeldib itaalia keel.

Italian literature is very old.
Itaalia kirjandus on väga vana.

The injured man speaks only **Italian**, we must find **an Italian doctor.**

Vigastatu kõneleb ainult itaalia keelt, me peame leidma itaallasest arsti.

He likes **Italian food.**
Talle meeldib itaalia köök.

5) Traditsiooniliselt kasutatakse määrava artikliga geograafiliste nimede mõningaid alarühmi. Eelkõige kuuluvad siia mitmesuguste veekogude (ookeanide, merede, väinade, jõgede, kanalite) nimetused: *the Atlantic (Ocean), the Indian (Ocean), the Mediterranean (Sea), the Black Sea, the Bering Straits, the Dardanelles, the River Cam, the Mississippi, the Emajõgi, the Panama Canal, the Suez Canal.* Järvede nimetusi kasutatakse määrava artikliga juhul, kui nimele ei eelne sõna «lake»: *the Baikal — Lake Baikal, the Ontario — Lake Ontario.*

The Baltic Sea is stormy in winter.
Balti meri on talviti tormine.

The liner crossed **the Atlantic Ocean** in six days.
Liinilaev ületas Atlandi ookeani kuue päevaga.

The Amazon is the longest river in South America.
Amazonas on Lõuna-Ameerika pikim jõgi.

Määravat artiklit kasutatakse ka mõnede teiste geograafiliste nimedega nagu näiteks mäeahelike nimetused (*the Pamirs, the Rocky Mountains, the Andes*), kõrbete nimetused (*the Sahara, the Gobi, the Kara-Kum*), saarestike nimed (*the Bermudas, the West Indies, the Philippines*). Seevastu üksikute mägede ja mäetippude (*Snowdon, Elbrus*) nimetusi ja üksikute saarte (*Haiti*) nimesid tarvitatakse ilma artiklita.

Vrd.: They made a thrilling journey across **the Andes.**
Nad tegid põneva retke üle Andide.

Mont Blanc is the highest mountain in Europe.
Mont Blanc on Euroopa kõrgeim mägi.

The Sahara is in North Africa.
Sahara on Põhja-Aafrikas.

The West Indies are a group of islands in the Atlantic Ocean.
Lääne-India saarestik on saarte rühm Atlandi ookeanis.

Haiti is in the West Indies.
Haiiti on Lääne-India saarestikus.

George wanted to spend the winter **in Sicily** or **the Island of Majorca.**
George tahtis veeta talve kas Sitsiilias või Mallorca saarel.

Märkus. Viimane näitelause juhib jällegi tähelepanu asjaolule, et konstruktsioonis **üldnimi + of + pärisnimi** tuleb alati tarvitada määravat artiklit: *the City of New York, the Port of London, the District of Columbia, the village of Grasmere, the Gulf of Finland, the Straits of Gibraltar, the Lake of Geneva, the Isle of Man, the Bank of England, the Tower of London* jne.

6) Linnaehituslikest terminitest kasutatakse ilma artiklita tänavanimetusi: *Regent Street, Fleet Street, Wall Street, Chancery Lane, Hampstead Road, Charing Cross* (erandeid: *the Strand, the High Street, the Haymarket*), parkide nimetusi: *Hyde Park, Regent's Park, Memorial Park* (erandeid: *the Green Park, the Botanical Gardens, the Gorki Park*), väljakute nimetusi: *Trafalgar Square, Piccadilly Circus* (erandeid: *the Red Square*), linnaosade ja äärelinnade nimetusi: *Bloomsbury, Soho, Battersea, Manhattan, Brooklyn* (erandeid: *the East End, the West End, the City; the Bronx*)

Let us go **to Oxford Street.**
Lähme Oxfordi tänavale.

He is a journalist and works **in Fleet Street.**
Ta on ajakirjanik ja töötab Fleet Streetil.

Fifth Avenue is a fashionable shopping street in New York.
Viies avenüü on New Yorgi moodne äritänav.

Ten minutes later the bus stopped **in Piccadilly Circus.**
Kümme minutit hiljem buss peatus Piccadilly väljakul.

Could you tell me the way **to Hyde Park?**
Kas te oskate mulle juhatada teed Hyde Parki?

The oldest part of London is **the City.**
Londoni vanim osa on City.

Many writers and artists have lived **in Chelsea.**
Paljud kirjanikud ja kunstnikud on elanud Chelseas.

Ilma artiklita kasutatakse tavaliselt ka sildade nimetusi (*Tower Bridge, London Bridge*):

Tower Bridge in London was built in 1886—94.
Toweri sild Londonis ehitati aastatel 1886—94.

Aga: **The Angel's Bridge** is older than the **Devil's Bridge.**
Inglisild on vanem kui Kuradisild.

Hoonete nimetustest tarvitatakse valdavalt ilma artiklita raudtee- ja lennujaamade nimetusi (*Victoria Station, London Airport, Kennedy Airport*), samuti ülikoolide nimetusi (*Oxford University, Yale University*):

The train arrived **at Waterloo Station** at half past five.
Rong saabus Waterloo jaama kell pool kuus.

I am a student of **Tartu University.**
Ma olen Tartu Ülikooli üliõpilane.

Aga: **The Open University,** where teaching is mainly by correspondence, was founded in England in 1969.
Avatud Ülikool, kus õppetöö toimub peamiselt kaugõppe teel, rajati Inglismaal 1969. aastal.

Kui ülikooli nimetuse moodustab NF, mille põhisõnaks on nimisõna «university» ja laiendiks **of**-fraas, tuleb tarvitada määravat artiklit:

The University of London is the largest university in Great Britain.
Londoni ülikool on Suurbritannia suurim ülikool.

Artiklit tarvitatakse selliste kõrgemate õppeasutuste nimetustega nagu *the Estonian Agricultural Academy, the Tallinn Conservatoire*:

He is a third-year student of **the Estonian Agricultural Academy.**
Ta on Eesti Põllumajanduse Akadeemia kolmanda kursuse üliõpilane.

Ilma artiklita tarvitatakse selliseid hoonete ja asutuste nimetusi Londonis nagu näiteks *Buckingham Palace, Windsor Castle, Westminster Abbey, Scotland Yard, Carnegie Hall* jne. Genitiivis olevat pärisnime sisaldavaid nimetusi tarvitatakse samuti ilma artiklita: *Nelson's Column* (vrd. *the Nelson Column*), *Madam Tussaud's exhibition, St. Paul's Cathedral, Karl Marx's Monument, Cleopatra's Needle.*

Madam Tussaud's exhibition is open every day.
Madam Tussaud' vahakujude muuseum on lahti iga päev.

Määrava artikliga kasutatakse üldreeglina teatrite, kinode, kontserdisaalide nimetusi (*the Mermaid, the Royal Shakespeare Theatre, the Estonia Opera House*), muuseumide ja pildigaleriide (*the British Museum, the Tate Gallery*) ning hotellide, kohvikute jms. nimetusi (*the Grand Hotel, the Harju Café*):

There's a good play on at **the Youth Theatre.**
Noorsooteatris mängitakse praegu ühte head näidendit.

I saw that film when it was **at the Odeon** in Leicester Square.
Nägin seda filmi, kui teda mängiti «Odeonis» Leicesteri väljakul.

Did you see the exhibition of Turner's pictures **at the National Gallery?**
Kas sa nägid Turneri maalide väljapanekut Rahvusgaleriis?

The Viru Hotel in Tallinn accommodates more than eight hundred guests.
«Viru» hotell Tallinnas majutab rohkem kui kaheksasada külalist.

Muude ehitiste nimetusi määrava artikliga: *the Old Bailey, the Tower, the Royal Exchange, the Mansion House, the United Nations Headquarters, the Albert Memorial, the Empire State Building* jne.

The Royal Exchange is in the City.
Kuninglik börs asub Citys.

7) Laevanimesid kasutatakse määrava artikliga:

The Titanic was a beautiful ship.
«Titanic» oli ilus laev.

They made the voyage **on the «Queen Elisabeth».**
Nad reisisid laevaga «Queen Elisabeth».

Märkus. Artiklit ei tarvitata laevanime ees, kui see on kirjutatud laevakerele või -inventarile.

8) Riigiorganite, poliitiliste parteide, organisatsioonide jms. nimetusi kasutatakse määrava artikliga: *the Council of Ministers, the Communist Party, the Soviet Army, the Labour Party, the National Trust, the London City Council.* Erandeid: *Parliament* (in Great Britain), (*the*) *Congress* (in the USA).

At the present time there are two large political parties in the USA — **the Democratic** and **the Republican.**
Ameerika Ühendriikides on praegusel ajal kaks suurt poliitilist parteid — Demokraatlik Partei ja Vabariiklik Partei.

10) Perioodiliste väljaannete nimede ja üldse pealkirjade puhul esineb ebajärjekindlust artikli kasutamisel

ning üldjuhisena tuleks jälgida, kuidas vastavad toimetused ja autorid ise oma väljaannetele viitavad. Määrava artikliga kasutatakse paljusid ajalehtede nimetusi: *the Observer, the Guardian, the Times, the Washington Post.* Ajakirjade ja teiste perioodiliste väljaannete nimetustest artikkel tihti puudub: *Time, Punch, Language, Scientific American* (aga: *the World, the New Statesman*).

Who writes books reviews **for the Daily Telegraph?**
Kes kirjutab Daily Telegraph'i jaoks uudiskirjanduse ülevaateid? (ajaleht)

Every year **Time** appoints his Man of the year.
Igal aastal määrab «Time» aasta (populaarseima) inimese. (ajakiri)

Mitteingliskeelsete perioodiliste väljaannete nimede ees artikkit tavaliselt ei tarvitata:

I read it in **Looming.**
Lugesin seda «Loomingust».

He has subscribed **to Pravda.**
Ta tellis endale «Pravda».

Artikliga kasutatavatest perioodiliste väljaannete nimedest jäetakse artikkel ära juhul, kui antud nimetust laiendab nimisõna genitiivis:

This week's New Statesman is on sale.
Selle nädala New Statesman on müügil.

Today's Times is interesting.
Tänane Times on huvitav.

Exercise 31

Combine columns 1 and 2 into sentences.

1. Shakespeare was	Hyde Park
2. Could you tell me where	to the Town Hall
3. The sun rises	to the east of the city
4. I'll meet you	has a fine reputation
5. Have you ever been	the History Museum is
6. Sunday is a good day to visit	to the Art Museum
7. The University of London	travelling all over Europe and the USA
8. His new job involves travelling	at Oxford Circus
9. Let us go	by the towers and churches of the Kremlin
10. Athens is the capital	in the east
11. Can you tell me the way	in Soho
12. Many foreigners live	to the Riviera
13. We were much impressed	an Englishman
14. The East End lies	of Greece

Exercise 32

Translate into Estonian. Form sentences of your own using the given nationality words.

1. The Spanish are said to be temperamental.
2. When in Rome do as the Romans do.
3. He was accompanied by two Japanese.
4. The Normans invaded England in 1066.
5. Americans speak English with an American accent.
6. The Dutch are very practical.
7. During my holidays I made friends with a German.
8. I knew he was a Swiss.
9. Ten Frenchmen were sent to Great Britain on a trade mission.
10. A Japanese is usually very polite.
11. Englishmen learnt how to smoke tobacco from Red Indians.
12. English people prefer a hearty breakfast.

Exercise 33

Which of these proper names require the definite article the?

1 — Central Asia
2 — Regent's Park
3 — Alps
4 — Mount Everest
5 — Rocky Mountains
6 — London Airport
7 — Empire State Building
8 — Niagara Falls
9 — Pacific Ocean
10 — Brazil
11 — Argentine
12 — Savoy Hotel
13 — Elbrus
14 — Soviet Union
15 — Mediterranean Sea
16 — Windsor Castle
17 — Northern Ireland
18 — South Africa
19 — Crimea
20 — Ancient Rome
21 — Isle of Man
22 — Post-war France
23 — Lake Michigan
24 — Buckingham Palace
25 — Baltic Sea
26 — Mississippi River
27 — Regent Street
28 — Forty-second Street
29 — Sahara Desert
30 — Argentina
31 — Westminster Abbey
32 — Leeds Polytechnic
33 — Himalayas
34 — Grand Hotel
35 — United States
36 — Switzerland
37 — Big Ben
38 — Azores
39 — Medieval London
40 — Trafalgar Square
41 — St. Paul's Cathedral
42 — Cambridge University
43 — Yellowstone National Park
44 — Tower Bridge
45 — British Channel

46 — Yale University
47 — Pennsylvania Avenue
48 — University of California
49 — Thames
50 — Hague
51 — Nile

Exercise 34

Supply the required articles for proper names in the following sentences.

1. Oil is found in —— Middle East.
2. ——Netherlands is a small country but it is heavily populated.
3. We had dinner at —— Ritz Café.
4. He found the book in a second-hand book shop in —— Oxford Street.
5. They will meet at —— Victoria Station.
6. Joan spent the afternoon in —— Kensington Gardens.
7. —— Mexico is now the largest city in the world.
8. John has climbed —— Mont Blanc.
9. —— Woodside Road is the next turning on your left.
10. An unknown soldier is buried in —— Westminster Abbey.
11. I read this news in —— Times.
12. He was born in —— City of —— New York.
13. —— London is situated on —— Thames.
14. Let us go to —— British Museum.
15. We spent our holidays in —— Norway.
16. Could you tell me the way to —— National Gallery?
17. —— Cairo lies on the east bank of —— Nile.

Exercise 35

Supply the required articles for proper names in the following sentences.

1. He rented a flat overlooking —— Hyde Park. 2. —— National Gallery is in —— Trafalgar Square. 3. They set off in the direction of —— General Post Office. 4. The centre of —— Moscow is —— Kremlin. 5. —— Palace of Congresses is an impressive building of white marble. 6. Which river is longer: —— Emajõgi or —— Pedja? 7. Who discovered —— America? 8. —— United States of —— America is a federation of states. 9. Who is the present Prime Minister of —— Great Britain? 10. —— Lake District is in —— North of —— England. 11. —— Don is not the longest rever in —— Soviet Union. 12. What is —— capital of —— Italy? 13. —— Mt. Everest is the highest mountain in the world. 14. The train for —— Cambridge leaves from Platform Three. 15. —— English Channel separates —— England from the continent of —— Europe. 16. Ships from —— Estonia go to many parts of the world. 17. —— Ben Nevis is the highest peak in —— British Isles. 18. Is —— Australia an island or a continent?

Exercise 36

Answer the following questions.

1. Where is English spoken?
2. What languages are spoken in Canada?
3. What is the language of the Netherlands?
4. What is the capital of Sweden?
5. Have you ever been to South America?
6. What is the capital of the People's Republic of China?
7. When did the United States declare the independence?
8. Is the Mississippi the longest river in Northern America?
9. What do England, Wales, Scotland and Northern Ireland form?
10. Is New York the capital of the U. S. A.?

OMADUSSÕNA
THE ADJECTIVE

Omadussõnad on oma ehituselt:

1) l i h t o m a d u s s õ n a d: nice, white, little, good;
2) t u l e t a t u d o m a d u s s õ n a d: golden, typical, eatable, useless; incorrect, dishonest;
3) l i i t o m a d u s s õ n a d: sky-blue, carefree, man-made, heart-breaking.

Enamesinevad omadussõnu tuletavad sufiksid on:

Sufiks	Näiteid
-able	changeable, importable, comfortable
-al	emotional, normal, typical
-ed	talented, bad-tempered, old-fashioned
-en	golden, wooden, woollen
-ent/-ant	innocent, brilliant, important
-ful	careful, hopeful
-ic	poetic, dramatic, atomic
-ish	greenish, childish, Irish
-ive	talkative, active, effective
-less	harmless, hopeless, useless
-ly	friendly, daughterly, lovely
-ous	dangerous, famous, erroneous
-y	dirty, pretty, faulty
-ward	backward, eastward, homeward

Tüüpilised omadussõna prefiksid on **un-, in-, anti-, post-, pre-** jmt.: *uncommon, unhealthy, unusual, inadequate, inappropriate, inattentive, antisocial, post-war, pre-historic, pre-war.* Prefiksite osatähtsus omadussõnade moodustamisel on väiksem sufiksite omast.

Omadussõnad liigitatakse tähenduse järgi:

1) k v a l i t a t i i v s e t e k s o m a d u s s õ n a d e k s (qualitative adjectives), mis tähistavad vahetult omadusi: *great, cold, beautiful*;
2) r e l a t i i v s e t e k s o m a d u s s õ n a d e k s (relative adjectives), mis tähistavad omadusi kaudselt, väljendavad materjali (*woollen, wooden, feathery*), kohta (European, northern), aega (*daily, weekly, yearly*) või tegevuse liiki (*defensive, preparatory*).

Inglise keeles ei muutu omadussõnad käändes, arvus ega soos. Ainukesed muutelõpud inglise omadussõnadel on võrdlusastmete lõpud. Võrdlusastmed on ainult kvalitatiivsetel omadussõnadel. Võrdlusastmed on: a l g v õ r r e (the positive degree): *cold, funny*; k e s k v õ r r e (the comparative degree): *colder, funnier*; ja ü l i v õ r r e (the superlative degree): (*the*) *coldest*, (*the*) *funniest*. Võrdlusastmete moodustamiseks on kaks viisi:

1) sufiksite **-er** (keskvõrre) ja **-est** (ülivõrre) abil:
   young — younger — (the) youngest
   noor — noorem — noorim/kõige noorem
2) määrsõnade **more** (keskvõrre) ja **most** (ülivõrre) lisamisega algvõrdele:
   comfortable — more comfortable — (the) most comfortable
   mugav — mugavam — kõige mugavam

Esimest viisi nimetatakse võrdlusastmete sünteetiliseks moodustamiseks, teist — võrdlusastmete analüütiliste vormide moodustamiseks. Sünteetiliste ja analüütiliste vormide moodustamine ja kasutamine toimub järgmiste reeglite järgi.

Sufiksite **-er** ja **-est** abil moodustatakse kesk- ja ülivõrre:

1) ühesilbilistes sõnades (*long, deep, wide*)
2) kahesilbilistes sõnades, mille lõpus on **-er, -ow, -le** või **-y** (*clever, narrow, gentle, noisy*)
3) sõnadest *quiet, wicked, intense, complete, concise, severe, sincere* jmt.
4) negatiivse prefiksiga sõnades (*unfriendly, insecure, insincere* jmt.)

Õigekirjas toimuvad seejuures järgmised muutused:

1) ühesilbilistes sõnades kahekordistub lühikese vokaali järel olev konsonant:
   hot — hotter — (the) hottest
   big — bigger — (the) biggest
   thin — thinner — (the) thinnest
2) omadussõnades, mille lõpus on kaashäälik +**y**, toimub muutus: **-y → -i:**
   easy — easier — (the) easiest

Positive degree	Comparative degree	Superlative degree
brave	braver	bravest
wise	wiser	wisest
slow	slower	slowest
fat	fatter	fattest
sad	sadder	saddest
tender	tenderer	tenderest
narrow	narrower	narrowest
simple	simpler	simplest
pretty	prettier	prettiest
concise	conciser	concisest
secure	securer	securest
common	commoner / more common	commonest / most common

Ülejäänud omadussõnad moodustavad kesk- ja ülivõrde sõnade **more** ja **most** abil:

Positive degree	Comparative degree	Superlative degree
famous	more famous	most famous
difficult	more difficult	most difficult
dangerous	more dangerous	most dangerous
successful	more successful	most successful
interesting	more interesting	most interesting
fashionable	more fashionable	most fashionable
intelligent	more intelligent	most intelligent

Järgmiste omadussõnade võrdlusastmed moodustatakse eri tüvedest:

Positive degree	Comparative degree	Superlative degree
good — hea	better	best
well — terve	better	best
bad — halb	worse	worst
ill — haige	worse	worst
little — väike	smaller	smallest
vähe	less	least
much — palju	more	most
(+ ains. nimisõna)		
many — palju	more	most
(+ mitm. nimisõna)		

Näiteid k e s k v õ r d e kasutamisest:

Mary is **younger** than Helen.
Mary on noorem kui Helen.

He is **the taller** of the two boys.
Ta on neist kahest poisist pikim.

The sea seems **quieter** now.
Meri paistab nüüd rahulikum.

The question is **more complicated** than I thought.
Küsimus on keerulisem, kui ma arvasin.

The sofa is **more comfortable** than the chairs.
Sofa on mugavam kui toolid.

Your work is bad but mine is much **worse.**
Sinu töö on halb, kuid minu oma on palju halvem.

He is a **better** man than his brother.
Ta on parem inimene kui ta vend.

The patient is **better** today.
Patsiendil on täna parem.

Nimisõna, mille ees seisab ü l i v õ r d e s omadussõna, tarvitatakse määrava artikliga:

It's **the best novel** I have ever read.
See on parim romaan, mida ma eales olen lugenud.

She is **the most beautiful** girl in the world.
Ta on kõige ilusam tüdruk maailmas.

Ülivõrdes olevat omadussõna, mis funktsioneerib täitena, kasutatakse samuti koos määrava artikliga:

She is **the fastest** but you are **the strongest.**
Tema on kõige kiirem, kuid sina oled kõige tugevam.

Juhul kui sõnal *most* on tähendus «üliväga, väga», kasutatakse nimisõna ainsusevormi korral umbmäärast artiklit, mitmusevormi korral artikkel puudub:

This is **a most interesting book.**
See on väga huvitav raamat.

These are **most interesting books.**
Need on äärmiselt huvitavad raamatud.

Veel näiteid ülivõrde kasutamisest:

I remember **the smallest details.**
Ma mäletan kõige väiksemaidki detaile.

Mike is **the youngest** in the family.
Mike on perekonnas kõige noorem.

John is **the tallest** boy in our group.
John on kõige pikem poiss meie rühmas.

The Pacific Ocean is **the largest** ocean in the world.
Vaikne ookean on maailma suurim ookean.

It was **the worst** storm for ten years.
See oli kõige suurem torm kümne aasta jooksul.

The best thing to do is to go to the cinema.
Kõige parem oleks kinno minna.

My room is good, your room is better, but his room is **the best.**
Minu tuba on hea, sinu tuba on parem, kuid tema tuba on kõige parem.

Mõnel omadussõnal on kesk- ja ülivõrde jaoks kaks vormi, mis erinevad oma tähendusvarjundilt:

old —	older (vanem)	— oldest (vanim)
	elder (vanem samas perekonnas)	— eldest (vanim samas perekonnas)

Sõnu *elder* ja *eldest* kasutatakse põhiliselt nimisõna täiendina või nimisõnana, nad ei esine võrdlustes sidesõnaga *than*.

Vrd.: Jane is five years **older** than her sister.
Jane on viis aastat vanem kui ta õde.

Her **elder** daughter is married.
Vanem ta kahest tütrest on abielus.

He was **the oldest** among us.
Ta oli meie seast kõige vanem.

This is my **oldest** dress.
See on mu kõige vanem kleit.

She has three children and her **eldest** child has just started school.
Tal on kolm last ja vanim neist läks just kooli.

My **eldest** brother is ten years older than me.
Mu kõige vanem vend on minust kümme aastat vanem.

far	farther (ruumis kaugem)	—	farthest (kõige kaugem)
	further (ruumis kaugem; edasine, lisa-)	—	furthest (kõige kaugem)

He took the **farther** road.
Ta läks kaugemat teed mööda.

Have you anything **further** to say?
Kas teil on veel midagi öelda?

We must get **further** information.
Me peame saama lisainformatsiooni.

He was sitting in **the farthest** corner.
Ta istus kõige kaugemas nurgas.

late	later (hilisem)	—	latest (kõige hilisem)
	latter (viimane kahest)	—	last (kõige viimane)

Of these two men the **former** is dead but the **latter** is still alive.
Neist kahest mehest esimene on surnud, kuid teine elab.

Have you heard **the latest** news?
Kas sa oled kõige värskemaid uudiseid kuulnud?

That was his **last** chance.
See oli ta viimane võimalus.

near — nearer	—	nearest (lähim ruumis või ajas)
	—	next (järgmine)

The nearest town is twenty kilometres from here.
Kõige ligemasse linna on siit kakskümmend kilomeetrit.

Which is **the nearest** way to the station?
Milline on kõige lühem tee jaama?

The next house to ours is two miles away.
Meie majale järgmine maja on kahe miili kaugusel.

Will you be at our **next** meeting?
Kas sa tuled meie järgmisele koosolekule?

Võrdluslausete näiteid:

1. John is more popular than Bob.
   John on Bobist populaarsem.
2. John is the more popular of the two boys.
   John on kahest poisist populaarseim.
3. Jack is as popular as Jim.
   Jack on sama populaarne kui Jim.
4. Bob is {not as / not so} popular as Jim.
   Bob ei ole nii populaarne kui Jim.
5. Bob is less popular than Jack or Jim.
   Bob on vähem populaarne kui Jack või Jim.
6. Peter is the most popular of the four boys.
   Peter on neljast poisist populaarseim.
7. Bob is the least popular of the four boys.
   Bob on neljast poisist kõige vähem populaarne.

Omadussõnafraas
The adjective phrase

Omadussõna laienditeks omadussõnafraasis on määrsõnad, eriti just astendussõnad e. määramäärsõnad. Väga iseloomulikud on need kõnekeelele. Kasutatavateks laienditeks võivad olla sõnad *very, quite, rather, really, perfectly, utterly, truly, definitely, decidedly, terribly, highly, throughly, singularly, exceedingly, unbelievably* jt.:

This is a **perfectly right** answer.
See on täiesti õige vastus.

It was an **exceedingly hot** morning.
Oli äärmiselt kuum hommik.

It's **highly suspicious.**
See on ülimalt kahtlane.

They are **unbelievably wealthy.**
Nad on uskumatult jõukad.

She's an **amazingly attractive** woman.
Ta on üllatavalt veetlev naine.

Omadussõnafraasid esinevad kas nimisõnast põhisõna laienditena nimisõnafraasis või täitena täitelises verbifraasis:

Old violins (NF) are **very expensive** (tVF).
Vanad viiulid on väga kallid.

My **new** blouse (NF) is **quite pretty** (tVF).
Mu uus pluus on päris kena.

Mõned omadussõnad vajavad öeldistäite funktsioonis esinedes enda järel kindla eessõnaga sihitist. Näiteks:

John is ...	*John on ...*
angry at the delay	pahane viivituse üle
blind to all Ann's faults	pime kõigi Anne vigade suhtes
capable of neglecting his duties	võimeline oma kohustusi unarusse jätma
dependent on his parents	sõltuv oma vanematest
faithful to his friend	ustav oma sõbrale
good at languages	võimekas keeltes
good to me	hea minu vastu
hopeful about the future	lootusrikas tuleviku suhtes
ignorant of the facts	teadmatuses faktidest
independent of them	neist sõltumatu
loyal to us	meile ustav
obedient to his wife	sõnakuulelik naisele
patient with his children	kannatlik oma lastega
pleased with his career	rahul oma karjääriga
selfish about this matter	omakasupüüdlik selles asjas
sensible about food	mõistlik toidu suhtes
shocked at the news	uudisest šokeeritud
strong in languages	keeltes tugev
suspicious of George	kahtlustav George'i suhtes
true to his promise	kindel oma lubadusele
weak in mathematics	nõrk matemaatikas
worried about his health	mures oma tervise pärast

Kvalitatiivsetele omadussõnadele võib järgneda infinitiiv:

He was **glad to hear** the news.
Tal oli hea meel uudist kuuldes.

He was **sorry to retire.**
Tal oli kahju pensionile minna.

It is **important to keep** the matter secret.
Tähtis on see asi saladuses hoida.

He is too **young to marry.**
Ta on liiga noor selleks et abielluda.

Mõnede omadussõnade järel võib tarvitada sihitislauset:

I am **glad that you came.**
Mul on hea meel, et te tulite.

I was **angry that she should ignore me.**
Ma olin pahane, et ta mind ignoreeris.

I am **doubtful whether he is here already.**
Ma kahtlen, kas ta on juba siin.

I am **certain that they saw me.**
Ma olen kindel, et nad nägid mind.

Exercise 1

Give the comparative and the superlative of the following adjectives:

Firm, bright, easy, lazy, dry, recent, merry, thin, sweet, good-looking, kind-hearted, ladylike, delicate, distinguished, economical, delightful, doubtful, changeable, tiresome, angry, careful, ugly, small, dear, expensive, cheap, lonely, stupid, capable.

Exercise 2

Complete the following sentences putting the adjectives in brackets in the correct form.

1. The sky here is —— than it is in Italy. (cloudy)
2. Peggy is the —— girl I have ever met. (beautiful)
3. Football is a —— game than tennis. (exciting)
4. This drawing is —— than that one. (exact)
5. Well, it's certainly —— than yours. (clean)
6. This boy is —— than that one. (tall)
7. Downing Street is —— than Whitehall. (narrow)
8. He is the —— boy in the school. (clever)
9. It is —— in France than here. (warm)
10. John is —— than you. (old)
11. He is the —— man in the village. (old)
12. His essay is much —— than Dick's. (bad)
13. Bob is —— than Tom. (enthusiastic)
14. The climate here is —— than it is in England. (pleasant)
15. Which is the —— of these five boys? (quick)

Exercise 3

Insert the appropriate form of the adjective given in brackets and supply the article where necessary.

1. The Mississippi River is —— river in the United States. (long)
2. The first edition of the book was ——, the new one is still ——. (good)
3. That store is —— in town. (large)
4. His sister is much ——— than he is. (young)
5. Jim's brother is —— than Jim. (intelligent)
6. Jack is five years —— than his sister. (old)
7. —— discussion will follow. (far)
8. This is —— book I have ever read. (interesting)
9. I don't like your behaviour. You ought to be ——. (respectful)
10. Dick is —— of the two brothers. (talented)
11. Take this road. It is no —— and much more pleasant.
12. The —— brother was ten years —— than the youngest. (old)

Exercise 4

Paraphrase the following sentences using adjectives opposite in meaning.

Model: I am older than my brother.
My brother is younger than I am.

1. Mary's brother is taller than her father.
2. Tallinn is larger than Tartu.
3. Tom was a better student than Jim.
4. The Baltic Sea is colder than the Black Sea.
5. English grammar is easier than German grammar, but English pronunciation is more difficult than German pronunciation.
6. Andorra is a smaller country than France.
7. Our street is noisier than yours.
8. This sentence is shorter than Sentence 5.
9. Peter's bag is heavier than Kate's.
10. A dictionary is usually a thicker book than a grammar textbook.

Exercise 5

Compare the following objects according to the given model.

Model: a sea — a lake (large)
A sea is larger than a lake.
A lake is not as large as a sea.

1. an elephant — a camel (strong)
2. a wolf — a fox (cunning)
3. a lemon — an orange (sour)
4. the Chinese language — the English language (difficult)
5. stone — wood (heavy)
6. Tallinn — London (large)
7. oil — water (light)
8. honey — sugar (sweet)
9. motor-cycling — playing tennis (dangerous)
10. a hen — a chicken (small)
11. a gold watch — a silver watch (cheap)
12. eating apples — smoking cigarettes (healthy)

Exercise 6

The suffix **-ly** is typical of adverbs. There are, however, some adjectives ending in **-ly**, too. Insert one of the following adjectives where necessary; **weekly, daily, lonely, monthly, lovely, friendly, cowardly.**

1. Their —— meeting always takes place in July.
2. «Looming» is a —— magazine.
3. They have —— relations with their neighbours.
4. Although he had quite a lot of friends he sometimes felt ——.
5. «Sirp» is a —— newspaper.
6. I hate —— behaviour.
7. Speak about your —— life.
8. What a —— day!

Exercise 7

Compare Tom and Dick. Use the comparative forms of the following adjectives:

Calm, neat, tall, heavy, patient, sociable, ambitious, popular, selfish, reserved, sincere, helpful, curious, busy, considerate, polite, intelligent, old, smart, lazy.

ASESÕNA
THE PRONOUN

Asesõnad on sõnad, mis asendavad lauses nimi-, omadus- ja arvsõnu. Nad jagunevad tähenduselt järgmistesse põhilistesse alarühmadesse:

1. **Isikulised asesõnad** (Personal pronouns)	I, he, she, it, we, you, they
2. **Omastavad asesõnad** (Possessive pronouns)	my, his, her, it, our, your, their; mine, his, hers, its, ours, yours, theirs
3. **Enesekohased ja rõhutavad asesõnad** (Self-pronouns)	myself, yourself, himself, herself, itself, ourselves, yourselves, themselves
4. **Vastastikused asesõnad** (Reciprocal pronouns)	each other, one another
5. **Näitavad asesõnad** (Demonstrative pronouns)	this, that, these, those
6. **Küsivad asesõnad** (Interrogative pronouns)	who? whom? whose? what? which?
7. **Siduvad asesõnad** (Relative pronouns)	who, whom, whose, which, that
8. **Eitavad asesõnad** (Negative pronouns)	no, none, neither, no one, nobody nothing
9. **Umbmäärased asesõnad** (Indefinite pronouns)	some, any, one, each, every, all, either, both, other, another, somebody, someone, something, anybody, anyone, anything, everybody, everyone, everything, many, much, (a) little, (a) few

1. **Isikulisel asesõnal** on kaks käänet:

	Ainsus					Mitmus		
	1. isik	2. isik	3. isik			1. isik	2. isik	3. isik
Alusekääne Subjective case	I	**you**	he	she	it	we	you	they
Sihitisekääne Objective case	me	you	him	her	it	us	you	them

Isikulised asesõnad alusekäändes on lauses aluseks ja formaalses kirjakeeles ka öeldistäiteks, isikulised asesõnad sihitisekäändes on lauses sihitiseks ja täiteks:

I am a first year student.
Ma olen esimese kursuse üliõpilane.

He told **me** a story.
Ta jutustas mulle ühe loo.

She gave **it to us.**
Ta andis selle meile.

Who is there? — It's **me. (kõnekeel)** / It is I. (kirjakeel)
Kes seal on? — Mina olen.

Ainsuse 2. isiku vanad vormid *thou* (sina) ja *thee* (sind, sinule) on praegu kasutusel ainult luules, piiblis, kirikukeeles ja mõnes inglise keele murdes.

Ainsuse 3. isiku asesõnal on eri vormid meessoo (*he*), naissoo (*she*) ja kesksoo (*it*) jaoks. Asesõna *it* märgib mingit eset või nähtust, samuti ka looma või lindu, kui me ei tea ta sugu või kui see meid ei huvita. Nimisõnade **baby** ja **child** asendamiseks kasutatakse tihti samuti asesõna *it*:

Where's my watch? Have you seen **it?**
Kus mu kell on? Oled sa seda näinud?

Where's the cat? — **It's** in the garden.
Kus kass on? — Ta on aias.

What a beautiful baby! Is **it** a girl?
Milline kena beebi! Kas see on tüdruk?

Sageli on asesõna *it* lauses nn. formaalseks aluseks (vt. selle kohta lk. 29) s. o. aluseks, millel tegelikult puudub iseseisev tähendus, sellisel juhul jääb ta tavaliselt eesti keelde tõlkimata. Näiteid lausetest, mis sisaldavad formaalset eelalust *it* ja tähenduslikku alust:

It (eelalus) is interesting **that you should like him** (alus).
Huvitav, et ta sulle meeldib.

It seems unlikely that he will catch the train.
Pole tõenäoline, et ta jõuab rongile.

It is never too late to learn.
Kunagi pole liiga hilja õppida.

Ilmast, ajast ja kaugusest kõneldes on lauses ainult formaalne alus:

It is snowing.
Sajab lund.

It's ten miles to Oxford.
Oxfordi on kümme miili.

It was John I gave the book to, not Dick.
Ma andsin raamatu Johnile, mitte Dickile.

2. **Omastavad asesõnad** väljendavad kuuluvust. Neil on kaks vormi (vt. tabel lk. 249). Omadussõnalist vormi tarvitatakse nimisõnafraasis piiritlejana, nimisõnaline vorm esineb täite funktsioonis:

My watch is new.
Mu käekell on uus.

This watch is **mine.**
{ See kell on minu oma.
{ See on minu kell.

Is this watch **mine** or **yours?**
Kas see on minu või sinu kell?

His room is next to **mine.**
Tema tuba on minu oma kõrval.

Inglise keeles tarvitatakse omastavaid asesõnu tunduvalt sagedamini kui eesti keeles:

Poirot shrugged **his** shoulders.
Poirot kehitas õlgu.

He put **his** right hand in **his** pocket.
Ta pani parema käe tasku.

The girl shook **her** head.
Tüdruk raputas pead.

On aga terve rida püsiväljendeid, kus omastava asesõna asemel tuleb kasutada määravat artiklit:

I have a cold in **the** head. (mitte: in my . . .)
Mul on nohu.

He got red in **the** face.
Ta läks näost punaseks.

He took me by **the** hand.
Ta võttis mul käest kinni.

Omastavad asesõnad võivad esineda koos sõnaga **own**:

I saw it with **my own** eyes!
Ma nägin seda oma silmaga!

I only borrowed this dress, it's not **my own.**
Ma laenasin selle kleidi, see pole minu enda oma.

These trees are **our own.**
Need puud on meie omad.

3. **Enesekohased ja rõhutavad asesõnad** moodustatakse vastavatest isikuliste ja omastavate asesõnade vormidest, lisades neile ainsuses lõpu **-self** ja mitmuses **-selves** (vt. tabel lk. all).
Näiteid enesekohaste asesõnade tarvitamisest:
I was rather pleased with **myself.**
Ma olin endaga üsna rahul.

We are accustomed to danger, we can protect **ourselves.**
Me oleme hädaohuga harjunud ja oskame end kaitsta.

Put **yourself** in his place.
Pane ennast tema olukorda.

Pull **yourself** together!
Võta ennast kokku!

He seemed more sure of **himself** now.
Ta tundus nüüd natuke rohkem eneses kindel olevat.

She smiled to **herself.**
Ta naeratas endamisi.

Rõhutavatel asesõnadel pole tihti lauses süntaktilist funktsiooni, st. nad ei esine iseseisvate lauseliikmetena.

She **herself** went in the opposite direction.
Ta ise läks vastassuunas.

I'll see to it **myself.**
Ma ise hoolitsen selle eest.

The tree **itself** was quite old.
Puu ise oli päris vana.

Isikulised asesõnad (Personal pronouns)		**Omastavad asesõnad** (Possessive pronouns)		Enesekohased ja rõhutavad asesõnad (Self-pronouns)
Alusena	Sihitisena	NF-i piiritlejana	Öeldisverbi täitena	
1. I (am . . .)	(. . . likes) me	my (name)	(. . . is) mine	myself
2. you (are . . .)	(. . . likes) you	your (name)	(. . . is) yours	yourself
3. he / she / it (is . . .)	(. . . likes) him / her / it	his / her / its (name)	(. . . is) his / hers / its	himself / herself / itself
1. we (are . . .)	(. . . likes) us	our (name)	(. . . is) ours	ourselves
2. you (are . . .)	(. . . likes) you	your (name)	(. . . is) yours	yourselves
3. they (are . . .)	(. . . likes) them	their (name)	(. . . is) theirs	themselves

4. **Vastastikused asesõnad** on:

each other — teineteist
one another — üksteist, teineteist

Each other eeldab tavaliselt kahte isikut, *one another* — rohkem kui kahte, kuid selline vahetegemine pole inglise keeles kuigi järjekindel:

The two men looked at **each other.**
Mehed vaatasid teineteisele otsa.

There were five of us and we trusted **one another.**
Meid oli viis ja me usaldasime üksteist.

The twins are exactly like **each other.**
Kaksikud on täiesti teineteise sarnased.

Tom and his wife never quarrel with **one another.**
Tom ja ta naine ei vaidle kunagi teineteisega.

Neid asesõnu võib kasutada ka omastavas käändes:

The brother and the sister didn't look into **each other's** eyes.
Vend ja õde ei vaadanud teineteisele silma.

5. **Näitavad asesõnad** on:

Ainsus	Mitmus
this — see that — too	these — need those — nood

Neid kasutatakse nii nimisõnaliselt kui omadussõnaliselt:

This is my brother Jack.
See on mu vend Jack.

Why are you telling me all **this?**
Miks te mulle seda kõike räägite?

You needn't worry about **that.**
Teil ei tarvitse selle pärast muretseda.

Do you know **these** girls?
Kas sa tunned neid tüdrukuid?

I don't like **these**, I'll take **those.**
Need mulle ei meeldi, ma võtan nood.

I've never seen **this** dress of yours.
Ma pole su seda kleiti enne näinud.

Püsiväljendeid näitavate asesõnadega:

I saw him **this morning.**
Nägin teda täna hommikul.

Life is interesting **these days.**
Elu on meie päevil huvitav.

6. **Küsivaid asesõnu** tarvitatakse küsilausetes, nimelt eriküsimuste moodustamiseks. Küsivad asesõnad on:

who — kes
whom — keda, kellele
whose — kelle
what — mis, missugune
which — missugune, milline, kumb

Küsivad asesõnad esinevad nii nimisõnaliselt (alusena, sihitisena, täitena) kui ka omadussõnaliselt (täiendina). Küsivad asesõnad paiknevad küsilause alguses.

Näiteid küsivate asesõnade kasutamisest:

Who is this man? — He is John Smith.
Kes see mees on? — See on John Smith.

What is this man? — He is a doctor.
Kes see mees on (ametilt)? — Ta on arst.

What is the matter?
Milles on asi?

Whom did you meet yesterday?
Keda sa eile kohtasid?

Whose flat is this?
Kelle korter see on?

What did he say?
Mis ta ütles?

Which boy did you like best?
Milline poiss (neist) meeldis sulle kõige rohkem?

Which way shall we go, this one or that one?
Kumba teed me läheme, seda või teist?

Whom (formaalne) / **who** (kõnek.) are you voting for?
Kelle poolt sa hääletad?

Whom did you speak to?
Kellega sa kõnelesid?

Who are you waiting for?
Keda sa ootad?

What colour are her eyes?
Mis värvi on ta silmad?

What are you laughing at?
Mille üle te naerate?

7. **Siduvad asesõnad** seovad täiendlauseid nimisõnaga. Siduvate asesõnade õige tarvitamine sõltub sellest, kas nimisõna, mille juurde täiendlause kuulub, märgib elusolendeid või asju. Samuti oleneb asesõna valik ta funktsioonist täiendlauses:

Asesõna roll täiendlauses	Isikud	Asjad
Alus	**who** — kes **that** — kes	**which** — mis **that** — mis
Sihitis	**whom** — keda, kellele **that** — keda (võib ka ära jääda)	**which** — mida **that** — mida
Täiend	**whose** — kelle	**... of which** — mille (harvem **whose** — mille)

Isikuid märkivate siduvate asesõnade kasutamine:

Alusena	The girl	{who lives next door / that lives next door}	is Jennie Baker.
	Tüdruk,	kes elab kõrvalmajas,	on Jennie Baker.
Sihitisena	The girl	{who(m) you met there / that you met there / you met there}	is Billy's sister.
	Tüdruk,	keda sa seal kohtasid,	on Billy õde.
Eessõnalise sihitisena	The girl	{to whom we talked / who(m) we talked to / that we talked to / we talked to}	lives in London.
	Tüdruk,	kellega me rääkisime,	elab Londonis.
Täiendina	The girl	whose name I always forget	is Fred's friend.
	Tüdruk,	kelle nime ma alati ära unustan,	on Fredi sõber.

Esemeid tähistavate siduvate asesõnade kasutamine:

Alusena	The table	{that stands in the corner / which stands in the corner}	is old.
	Laud,	mis seisab nurgas,	on vana.
Sihitisena	The book	{that I read **last week** / which I read **last week** / I read **last week**}	was dull.
	Raamat,	mida ma möödunud nädalal lugesin,	oli igav.

Eessõnalise sihitisena	The picture	{which you are looking at / at which you are looking / that you are looking at / you are looking at}	is famous.
	Pilt,	mida sa vaatad,	on kuulus.
Täiendina	The house	{the roof of which is red / whose roof is red}	is mine.
	Maja,	mille katus on punane,	on minu oma.

Märkus. Alus-, sihitis- ja täitelausete sidumiseks pealausega kasutatakse sidesõnalisi asesõnu (conjunctive pronouns) *who, whom, whose, what, which*; sidesõna *that* ja määrsõnu.

Who left the window open is not known.
Kes jättis akna lahti, pole teada.

The problem is who will go.
Küsimus on selles, kes läheb.

8. **Eitavatest asesõnadest** annab ülevaate järgmine tabel.

Asesõna		Tarvitamine
no one	— mitte ükski	nimisõnaliselt
none	— mitte ükski, mitte keegi, üldse mitte	nimisõnaliselt
nobody	— mitte keegi	nimisõnaliselt
nothing	— mitte miski	nimisõnaliselt
neither	— ei kumbki (neist kahest)	nimi- ja omadussõnaliselt
no	— ei ükski, ei mingi	omadussõnaliselt

Näiteid eitavate asesõnade tarvitamisest:

No one believed him.
Mitte ükski (isik) ei uskunud teda.

Nobody believed him.
Mitte keegi ei uskunud teda.

None of them believed me.
Mitte ükski neist ei uskunud mind.

Neither of them believed me.
Mitte kumbki neist ei uskunud mind.

Neither answer is correct.
Mitte kumbki vastus pole õige.

Nothing happened.
Mitte midagi ei juhtunud.

There is **no** water in the house.
Majas pole vett.

9. Näiteid **umbmääraste asesõnade** kasutamisest:

SOME — valdavalt jaatavates lausetes
ANY — valdavalt eitavates ja küsilausetes

Neid mõlemaid tarvitatakse nii nimisõnaliselt kui omadussõnaliselt:

Some people prefer tea.	Mõned inimesed eelistavad teed.
Some of the boys were early.	Osa poisse olid varajased.
I want **some** stamps, have you any?	Ma tahan saada mõned margid, on sul neid?
Give me **some** water, please.	Anna mulle veidi vett, palun.
May I have **some** more tea?	Palun veel veidi teed.
I haven't **any** time.	Mul pole aega.
Is there **any** tea?	Kas teed on?
Did you buy **any** stamps?	Kas sa ostsid marke?
Any pencil will do.	Igasugune pliiats kõlbab.

Ainult nimisõnaliselt tarvitatakse *some* ja *any* liitvorme:

SOMEBODY (-ONE, -THING) — valdavalt jaatavates lausetes

ANYBODY (-ONE, -THING) — valdavalt eitavates ja küsilausetes

There's **somebody** in the cellar	Keegi on keldris.
There's **something** in the box.	Karbis on midagi.
I want **something** to eat.	Ma tahan midagi süüa.
Is **anybody** at home?	Kas keegi on kodus?
Is **anything** wrong?	Kas midagi on viltu?
I can't see **anything.**	Ma ei näe midagi.
If **anyone** calls tell him the news.	Kui keegi helistab, räägi talle uudiseid.

MUCH, MANY

Umbmääraseid asesõnu *much* ja *many* tarvitatakse nii nimisõnaliselt kui omadussõnaliselt. *Much* asendab loendamatuid nimisõnu ja esineb koos nendega, *many* asendab loendatavaid nimisõnu või esineb koos nendega.

Tänapäeva inglise kõnekeeles tarvitatakse asesõnu **much** ja **many** jaatavais lauseis ainult koos sõnadega *very, too, so, rather, how, as* jmt. Ülejäänud juhtudel tarvitatakse **much** ja **many** asemel jaatavates lausetes väljendeid *a lot of, lots of, plenty of, a great many, a good many*; ainenimede ja abstraktsete nimisõnadega ka *a great deal of, a good deal of.*

I haven't got **much** time.	Mul pole palju aega.
(Vrd.: I have **a lot of** time.	Mul on palju aega.)
Have you **much** money?	On sul palju raha?
Learn as **much** as you can.	Õpi nii palju kui saad.
Have you **many** friends?	Kas sul on palju sõpru?
(Vrd.: I have **lots of** friends.	Mul on palju sõpru.)
He have had very **many** offers.	Meil on olnud väga palju pakkumisi.
Were there **many** people at the party?	Kas peol oli palju inimesi?
Many of us left early.	Paljud meist lahkusid vara.

LITTLE, FEW, A LITTLE, A FEW

Asesõnad *little, a little, few, a few* esinevad nii nimisõnaliselt kui omadussõnaliselt. *Little* ja *a little* asendavad või esinevad koos loendamatute nimisõnadega, *few* ja *a few* — koos loendatavate nimisõnadega.

Asesõnad *a little* ja *a few* tähendavad vastavalt «veidi» ja «vähe» jaatavas mõttes, *little* ja *few* — «vähe, mitteküllaldaselt».

She has **few** friends.	Tal on vähe sõpru.
I have **a few** friends.	Mul on mõned sõbrad.
I have very **little** money.	Mul on väga vähe raha.
Give me **a little** sugar.	Anna mulle veidi suhkrut.
I know **little** about it.	Ma tean sellest väga vähe.
I know **a little** about it.	Ma tean sellest veidi.

EACH, EVERY

Asesõna *each* tarvitatakse nimisõnaliselt ja omadussõnaliselt, asesõna *every* — ainult omadussõnaliselt. Asesõnal *every* on üldistavam tähendus (tähenduselt lähedane sõnale *all*).

He gave **each** girl a doll.	Ta andis igale tüdrukule nuku.
Each of them wanted to try.	Igaüks neist tahtis proovida.
They cost 2 pounds **each.**	Nad maksavad 2 naela tükk.
He had an apple in **each** hand.	Tal oli kummaski käes õun.
Each boy will be asked separately.	Igat poissi küsitletakse eraldi.
He has read **every** book on that shelf.	Ta on läbi lugenud iga raamatu (kõik raamatud) sellel riiulil.
He comes home late **every** night.	Ta tuleb igal õhtul hilja.
The same team wins **every** time.	Sama meeskond võidab iga kord.
Every student must pass this exam.	Iga üliõpilane peab sooritama selle eksami.

ALL

Asesõna *all* tarvitatakse nii nimisõnaliselt kui omadussõnaliselt.

All students must pass this exam.	Kõik üliõpilased peavad sooritama selle eksami.
All is not gold that glitters.	Kõik pole kuld, mis hiilgab.
That's **all** for today.	Tänaseks on kõik.
They were **all** there.	Nad olid kõik seal.

BOTH, EITHER

Asesõna *both* (mõlemad) ja *either* (kumbki; kas üks või teine) tarvitatakse nii nimisõnaliselt kui omadussõnaliselt.

Both of us wanted to try.	Me mõlemad tahtsime proovida.
I saw **both** of them.	Ma nägin neid mõlemaid.
He had parcels in **both** hands.	Tal olid pakid mõlemas käes.
They are **both** wrong.	Nad mõlemad eksivad.
I don't want **either** of them.	Ma ei taha neist kumbagi.
Here are two brushes, use **either.**	Siin on kaks harja, kasuta ükskõik kumba. (kas seda või teist)
She sat, a child on **either** side.	Ta istus, laps kummalgi pool.

ONE

Asesõna *one* tarvitatakse nii nimisõnaliselt kui omadussõnaliselt. Üldistavas tähenduses jääb ta tihti eesti keelde tõlkimata. Teda kasutatakse ka varem esinenud nimisõna kordamise vältimiseks.

One has to do **one's** best.	Peab tegema oma parima.
One of them lost his hat.	Üks neist kaotas oma mütsi.
One of my friends was ill.	Üks mu sõpradest oli haige.
Your plan is a good **one** on paper.	Su plaan on paberi peal hea.
Give me this **one.**	Anna mulle see.
As I had lost my pen, I had to buy a new **one.**	Kuna ma olin kaotanud oma sulepea, tuli mul uus osta.

OTHER, ANOTHER

Tarvitatakse nii nimisõnaliselt kui omadussõnaliselt.

Give me the **other** one, not this one.	Anna mulle teine, mitte see.
Give me the **other.**	Anna mulle teine.
Have you any **others?**	Kas teil teisi on?
Some left, **others** remained.	Mõned lahkusid, teised jäid.
Where are all the **others?**	Kus on kõik teised?
They went from one shop to **another.**	Nad käisid ühest poest teise.
We can do it **another** time.	Me võime seda teine kord teha.
That is **another** matter.	See on hoopis teine asi.
Have **another** cup of tea.	Joo veel üks tass teed.

* * *

Erinevalt teistest umbmäärastest asesõnadest võivad asesõnad a l l ja b o t h asetseda lauses mitmes eri kohas:

1) nimisõnafraasi alguses:

All (of) my friends like swimming.
Kõikidele mu sõpradele meeldib ujumine.

All children are naughty.
Kõik lapsed on vallatud.

Both (of) the boys have been to Tartu.
Mõlemad poisid on Tartus käinud.

Both children have been to Tartu.
Mõlemad lapsed on Tartus käinud.

2) isikuliste asesõnade järel:

They invited us **all.**
Nad kutsusid meid kõiki.

It is for us **both.**
See on meie mõlema jaoks.

3) verbi **to be** ja modaalverbi järel:

We are **all** tired.
Me oleme kõik väsinud.

We are **both** wrong.
Me mõlemad eksime.

They must **all** be answered.
Neile kõigile tuleb vastata.

4) teiste verbide ees (või esimese abiverbi järel):

My friends **all** like cornflakes.
Kõigile mu sõpradele meeldivad maisihelbed.

We have **all** studied Chinese.
Me oleme kõik õppinud hiina keelt.

Exercise 1

Substitute personal pronouns for the underlined noun phrases.

1. She buys milk at the corner store.
2. She sends a letter to Fred and Dick every week.
3. Do you know those girls?
4. I know Mr. Jones very well.
5. They gave the woman a ticket.
6. Have you spoken to Tom?
7. Please tell us the truth about the accident.
8. Do you like that teacher?
9. The chairs are quite comfortable.
10. Maud is playing with the dog.
11. Are you acquainted with Ann?
12. We must choose John a good birthday present.
13. I bought a dictionary for my brother.
14. I gave Frank a journal to read.
15. Take the luggage upstairs.

Exercise 2

Use personal pronouns instead of the underlined words.

1. We had to pay John's bill.
2. Joe told Peggy that he had passed the exam.
3. Mr. Brown's trousers are brown.
4. The farmer sold the sheep.
5. The death of the President was the most tragical event in 1963.
6. Tom and Mary understood how you felt.
7. That radio cost too much.
8. You don't know Jane's sister, do you?
9. Dickens wrote «Pickwick Papers».
10. Robert speaks English with a German accent.
11. Don't you think my girl-friend Peggy is really quite clever?
12. The woman is old, and her husband is old too.
13. London is the capital of England.

14. The Alps are the highest mountains in Europe.
15. Have you read the book I lent you.
16. I met his parents in the street.

Exercise 3

Complete the sentences in the second column using personal pronouns in their two case forms.

Model: Mary saw him, I am sure. — Yes, but he didn't see her.

1. They saw the man, I believe. — Yes, but ...
2. You saw the children, no doubt. — Yes, but ...
3. She and her friend saw the child, I am sure. — Yes, but ...
4. Tom saw Mary and her sister, I think. — Yes, but ...
5. He saw you, I am sure. — Yes, but ...
6. Peggy didn't see you, I believe. — Yes, but ...
7. The students didn't see the lecturer, no doubt. — Yes, but ...
8. The boy didn't see the dog, they say. — Yes, but ...

Exercise 4

Use the appropriate form of the possessive pronoun.
Translate into Estonian.

1. They couldn't make up —— minds.
2. She shook —— head.
3. You must do —— duty.
4. Alfred spread out —— hands.
5. The dog wagged —— tail and uttered a few sharp barks.
6. She picked up —— shoulder bag and held out —— hand to say goodbye.
7. She laid —— knitting down on —— knee and stared ahead of —— into space.
8. The man walked in —— hands in —— pockets.
9. He gave me —— address.
10. All —— brothers live with him.
11. I thank you with all —— heart.
12. The man opposite me took off —— spectacles.
13. Bob nodded at —— wife.
14. He took off —— jacket and loosened —— tie.
15. I raised —— eyebrows.
16. He came with —— wife.
17. Where are you going to spend —— leave?
18. She had —— hat on.

Exercise 5

Change the following sentences as in the given model.
Model: This is my watch. This watch is mine.

1. This is my note-book. 2. These are our books. 3. This is your purse. 4. These are his boots. 5. This is her coat. 6. This is my umbrella. 7. These are your pencils. 8. This is your suggestion. 9. These are your tickets. 10. This is my ball-point pen. 11. These are his spectacles. 12. This is his room. 13. These are my keys. 14. This is our house.

Exercise 6

Compare the English and Estonian sentences. Explain the difference in the use of the personal and possessive pronouns between English and Estonian.

1. He saw her in the street.
   Ta nägi tüdrukut tänaval.
2. He left, his umbrella in his hand.
   Ta lahkus, vihmavari käes.
3. Don't keep your hands in your pockets while speaking to a lady.
   Ärge hoidke käsi taskus, kui kõnelete daamiga.
4. Anyone can leave their car here.
   Igaüks võib oma auto siia jätta.
5. You didn't make any mistakes in your translation.
   Te ei teinud tõlkes vigu.
6. While looking at the boy she raised her eyebrows and then suddenly smiled.
   Vaadates poissi, kergitas ta kulme ja siis äkitselt naeratas.
7. She placed her hand on his shoulder.
   Ta pani (oma) käe poisi õlale.
8. He patted his wife on the shoulder.
   Ta patsutas oma naist õlale.

Exercise 7

Answer the following questions using the pronouns given in brackets.
Model: Whose bag is this? (I) — It's mine.

1. Whose comb is this? (she)
2. Whose idea was this? (we)
3. Whose books are those? (I)
4. Whose newspaper is this? (he)
5. Whose apples are those? (they)
6. Whose coat is this? (I)
7. Whose bike is this? (she)
8. Whose scissors are these? (you)
9. Whose spectacles are those? (I)
10. Whose things are these? (he)
11. Whose tie is this? (he)
12. Whose horse is that? (we)

Exercise 8

Insert possessive pronouns in the conjoint or absolute form wherever necessary.

1. —— father is a driver, —— is an engineer.
2. Put on —— raincoat, it's raining heavily.
3. —— camera is better than ——, Paul.
4. I am going to see a friend of —— tonight.
5. Hurry up! There's ——bus!
6. He is in —— room.
7. This pen is ——, —— is on the table.
8. This seat is ——.
9. Can you see that dog over thera? It's ——.
10. You can have —— hat if you'll let me have ——.
11. —— views and —— do not agree.
12. —— car is faster than ——

Exercise 9

Use the correct self-pronoun.

1. She —— told me the news.
2. Good-bye, dear, take care of ——.
3. Modest people don't speak much of ——.
4. You can open the door ——.
5. I found — in a strange street.
6. He hurt —— when he fell to the ground.
7. I have never seen you do it ——.
8. She ought to be ashamed of ——.
9. She saw —— that she was wrong.
10. We are back and have enjoyed —— very much.
11. I am sure you'll make a fool of —— if you go there.
12. Suddenly I saw —— as he saw me.

Exercise 10

Answer the following questions in the negative using the negative pronoun **neither** (speaking of two) or **none** (speaking of many).

1. Whom have you seen, Fred or Frank?
2. How many books have you sent by post?
3. Which of these umbrellas do you like?
4. How much petrol is there in the car?
5. How many fish did you catch?
6. Which stocking of this pair has a hole in it?
7. How many letters have you received from her?
8. Which of them was present, Dick or Jim?
9. Which of the two poems have you learned by heart?
10. How much coffee is left?
11. How much progress did he make?
12. Which of the two rooms would you like?

Exercise 11

Translate the following sentences into Estonian. Pay special attention to the pronoun **one** in its various uses.

1. One can't make an omelette without breaking eggs.
2. One cannot succeed unless one tries hard.
3. I'd like a big one with cream on.
4. Would you like the red one or the blue one?
5. One can see by your face that you are tired.
6. One should not neglect one's duties.
7. One shouldn't get upset about stupid things.
8. The new designs are much better than the old ones.
9. I drew my chair nearer to the one on which Jane was sitting.
10. I haven't a pen. Can you lend me one?
11. This problem is one of great difficulty.
12. One can't have everything.
13. He is not one to be easily frightened.
14. According to Bob, life was one damn thing after another.
15. My house is the first one on the left.

Exercise 12

Add **too much** or **too many**.

1. He eats ice cream.
2. I have money.
3. These exercises take time.
4. You have given me roses.
5. There are pictures on the wall.
6. There are mice in the kitchen.
7. He wastes time.
8. I have work to finish.
9. There is rain in this country.
10. You make noise.
11. There are things in this room.
12. There were people present.
13. He drinks coffee every day.
14. He drinks cups of coffee every evening.

Exercise 13

Add **a little** or **a few**.

1. Please give me more sugar.
2. Mrs. Jones has money in the bank.
3. There is fruit in the dish.
4. I have friends here.
5. Don't hurry, we still have time left.
6. They arrived days ago.
7. People are coming into the hall.

8. There are sandwiches on the plate.
9. There is water in the bottle.
10. Guests are often late.
11. I bought eggs and milk.
12. I had difficulty in finding the house.
13. Here are more chocolates.
14. I feel better now.

Exercise 14

Insert **a/an, some** or **any** if needed.

1. I want —— apples, please.
2. He never had —— luck.
3. Come —— day you like.
4. She hasn't —— sisters or brothers.
5. I have —— good friends.
6. Mike hasn't —— friends.
7. She put —— milk on her tea.
8. I have —— egg for breakfast every morning.
9. Have you —— combs in your bag?
10. She hasn't —— money.
11. They have —— beautiful roses in their garden.
12. I want —— box of matches and —— cigarettes.
13. They haven't had —— lunch.
14. Have you —— furniture to sell?
15. There aren't —— letters for you.
16. If you have —— money, give me ——.
17. Did you see —— of them?
18. Give me —— milk, please.
19. —— dress will look better.
20. There is —— tea in the pot but there isn't —— coffee left.
21. He gave me —— good advice, but I didn't take —— notice.
22. He put —— glass of —— water on the table.
23. You need —— sharp knife to cut —— wood.
24. I'd like —— cup of coffee and —— milk, please.

Exercise 15

Insert **much** or **many**.

1. Were there —— people present?
2. They haven't —— books.
3. There was so —— noise that we couldn't speak.
4. There isn't —— sugar in this tea.
5. We don't have —— time left.
6. —— work remains to be done.
7. Are there —— students in your group?
8. There weren't —— people in the park.

9. Have you had —— rain this summer?
10. He didn't make —— mistakes.
11. How —— money have you?
12. How —— chairs are there in this room?
13. I haven't read —— of his poetry.
14. Have you read —— of his poems?
15. How —— of the rolls have you eaten?
16. How —— of the bread have you eaten?

Exercise 16

Insert **much, many, little, few** or **a lot of.**

1. I have very —— time.
2. We didn't buy —— food.
3. These cars use —— petrol.
4. —— was said but —— done.
5. May I borrow a —— dollars?
6. I haven't got —— time.
7. Has Dick —— colour slides?
8. Say —— and do ——.
9. Very —— people know about it.
10. We don't have —— news of him.
11. There's —— hope that he will come in time.
12. He has very —— knowledge of the matter.
13. We are going to stay for a —— days in Edinburgh.
14. May I have a —— more sugar, please?
15. She has —— friends at the university.
16. Have you —— work today?
17. There was —— snow last winter.

MÄÄRSÕNA
THE ADVERB

Määrsõna (the adverb) tähistab asjaolusid või tunnuseid, mis kaasnevad tegevuse, seisundi või omadusega. Ta võib ka näidata omaduse või tunnuse astet.

Määrsõna- e. adverbifraas võib koosneda ühest või enamast määrsõnast, kusjuures üks nendest on põhisõnaks:

a) She welcomed me **warmly.**
b) She welcomed me **very warmly.**
c) She welcomed me **far more warmly** (than you).

Kõigis neis näidetes on määrsõnafraasi põhisõnaks *warmly*. Näites b) on astendussõna *very* põhisõna laiendiks, näites c) on *far more* põhisõna laiendiks ja *far* omakorda *more* laiendiks.

Määrsõnal on 2 süntaktilist funktsiooni:

1) ta võib olla lauses **määruseks** e. adverbiaaliks (the adverbial):

He will come **soon.**

2) **laiendiks** AdjF-s, AdvF-s, NF-s ja prepNF-s:

I saw a **very** funny film. (omadussõna laiend)
She welcomed me **very** warmly. (määrsõna laiend)
The **then** Prime Minister attended the meeting. (nimisõna laiend)
The nail went **right** through the wall. (prepNF-i laiend)

Määrsõnade struktuur ja moodustamine
The structure and formation of adverbs

Morfoloogilise struktuuri järgi jagunevad määrsõnad:

1) **lihtmäärsõnadeks** (simple adverbs):
now, then, here, very, well, soon jt.
2) **tuletatud määrsõnadeks** (derived adverbs):
lately, purely, slowly, constantly jt.
3) **liitmäärsõnadeks** (compound adverbs):
some|times, other|wise, down|stairs, every|where jt.
4) **ühendmäärsõnadeks** (phrasal adverbs):
at once, in front, from time to time jt.

Sufiksi **-ly** abil tuletatakse määrsõnu peamiselt omadussõnadest, kuid ka nimisõnadest:

slow — slowly
careful — carefully
skilful — skilfully
day — daily (iga päev)
week — weekly (iga nädal)

Omadussõnadel, mis lõpevad sufiksiga **-ly**, ei ole vastavat määrsõnavormi. Selle asemel kasutatakse sünonüüme või prep-NFe, mille koosseisu kuulub ka vastav omadussõna:

likely — probably
tõenäone — tõenäoselt
friendly — in a friendly way
lovely — in a lovely manner

Omadussõnadel, mis lõpevad **-e**-ga, mille ees on konsonant + l, jääb enne **-ly** lisamist **-e** ära.

sensible — sensibly
simple — simply
suitable — suitably

Teistel juhtudel **-e** säilib, va. sõnade **true, due, whole** puhul:

wise — wisely
sole — solely
extreme — extremely
Aga: true — truly
due — duly
whole — wholly

Omadussõna lõpus olev **-y** muutub **i**-ks:

gay — gaily
silly — sillily

Omadussõnadele, mis lõpevad sufiksiga **-ic**, lisatakse tavaliselt **-ally**:

scientific — scientifically
basic — basically
Kuid: public — publicly

Mõnedel määrsõnadel on sama vorm kui vastavatel omadussõnadel:

Adjektiiv	Adverb
an **early** breakfast	They arrived **early.**
at a **late** hour	We went to bed **late.**
a **hard** task	He tried **hard.**
a **long** rest	They stayed too **long.**
a **high** official	You aimed too **high.**
a **daily** / **weekly** newspaper	This newspaper is published **daily.** / **weekly.**

On määrsõnu, millel on 2 vormi — adjektiivi vorm ja **-ly** vorm. Nendel kahel vormil võivad olla erinevad tähendused, kuid mitte alati:

Adjektiiv	Adverb
a **high** building kõrge ehitis	The plane was flying **high.** Lennuk lendas kõrgel.
a **near** friend lähedane sõber	He searched far and **near.** Ta otsis kaugel ja lähedal.
	I **nearly** missed my class. Ma jäin peaaegu tundi hiljaks.
a **hard** worker kõva töömees	We tried **hard.** Me püüdsime kõvasti.
	I **hardly** know her. Ma vaevalt tunnen teda.
a **short** way lühike tee	The bus stopped **short.** Buss peatus järsku.
	They will come **shortly.** Nad tulevad kohe.
cheap eggs odavad munad	They bought the eggs **cheap/cheaply.** Ta ostis munad odavalt.
a **loud** noise kõva müra	They spoke **loud/loudly.** Nad rääkisid kõvasti.

Peale sufiksi **-ly** tuletatakse määrsõnu ka mitteproduktiivsete sufiksitega **-wise, -ward(s), -fold, -most, -way(s)** ning prefiksiga **a-**:

clock**wise**, crab**wise**, a**shore**
on**ward(s)**, back**ward(s)**, a**loft**
two**fold**, mani**fold**, a**broad**
inner**most**, outer**most**, a**head**
long**ways**, side**ways**, a**lone**

Määrsõnade võrdlemine
Comparison of adverbs

Paljusid määrsõnu saab võrrelda. Nende võrdlemisel kehtivad samad üldreeglid, mis omadussõnade võrdlemisel.

Ühesilbilistest määrsõnadest, nagu *hard*, *fast*, *late* jt., samuti määrsõnadest *early*, *quickly*, *slowly* ja *often* moodustatakse võrdlusastmed **-er** ja **-est** abil:

	Keskvõrre Comparative degree	Ülivõrre Superlative degree
fast kiiresti	faster kiiremini	fastest kõige kiiremini
hard	harder	hardest
early	earlier	earliest
often	oftener/more often	oftenest/most often
quickly	quicker/more quickly	quickest/most quickly
slowly	slower/more slowly	slowest/most slowly

Märkus. Määrsõnadest **often, quickly, slowly** saab võrdlusastmeid moodustada kahel viisil.

Sufiksi **-ly** abil omadussõnadest tuletatud kahe- ja enamasilbiliste määrsõnade keskvõrre moodustatakse **more** ja ülivõrre **most** abil:

clearly selgelt	more clearly selgemini	most clearly kõige selgemini
wisely	more wisely	most wisely
correctly	more correctly	most correctly
fortunately	more fortunately	most fortunately

Väike rühm määrsõnu moodustab võrdlusastmed ebareeglipäraselt (erinevatest tüvedest):

	Keskvõrre	Ülivõrre
well	better	best
badly	worse	worst
little	less	least
much	more	most
far	further/farther	furthest/farthest

They went **farther / further.**
Nad läksid kaugemale.

Which town in Estonia is situated **farthest / furthest from** Tallinn?
Milline linn Eestis asub kõige kaugemal Tallinnast?

Have you got anything **further** to say?
Kas teil on veel midagi lisaks öelda?

Märkus. Farther/farthest kasutatakse vahemaast rääkides, **further/furthest**, kui jutt on vahemaast või ajast.

Kui tahetakse märkida mingi tunnuse esinemist algsest vähemal määral, kasutatakse sõnu *less* ja *least*:

cautiously ettevaatlikult	**less** cautiously vähem ettevaatlikult	**least** cautiously eriti ettevaatamatult

Määrsõnade liigitus tähenduse järgi
Classification of adverbs according to meaning

Määrsõnu saab tähenduse järgi liigitada järgmistesse põhirühmadesse:

1. **ajamäärsõnad** (adverbs of time) vastavad küsimustele *when?, how long?, for how long?* (kui kaua?, kui kauaks?):
   today, tomorrow, tonight, yesterday, now, then, late(ly), before, afterwards, presently jt.:
   They visited us **yesterday.**

2. **sagedusmäärsõnad** (adverbs of frequency):
   always, often, frequently, sometimes, seldom, hardly, ever, never, occasionally, regularly, daily, twice jt.:
   You will **seldom,** in fact **hardly ever,** hear this expression.

3. **kohamäärsõnad** (adverbs of place and direction; vastavad küsimustele *where?, where to?* (kuhu?), *where from?* (kust?)):
   here, there, above, everywhere, outside, to and fro, abroad, upstairs, high, low, forward jt.:
   I paced **to and fro** all night.

4. **viisimäärsõnad** (adverbs of manner; vastavad küsimustele *how?, in what manner?* (mil viisil?)):
   quickly, clearly, suddenly, somehow, fast, willingly, hard, deeply, sincerely, badly, well jt.:
   We all worked very **hard.**
   How did we work?

5. **määra- ja astendusmäärsõnad** (adverbs of degree; vastavad küsimustele *how much?, in what degree?* (mil määral?), *to what extent?* (millises ulatuses?)):
   very, quite, nearly, much, so, rather, almost, somewhat, too, enough, hardly, terribly, extremely, greatly, a little, badly (hädasti, väga) jt.:
   I've **nearly** finished the book.
   It's **very** exciting.

6. **põhjusmäärsõnad** (adverbs of cause):

therefore, so, consequently, as a result, for this reason, for one thing jt.:

He was late **as a result** of snow.

7. **Küsivad ja siduvad määrsõnad** (interrogative and connective adverbs).

Määrsõnu *when*, *where*, *how* ja *why* nimetatakse küsivateks määrsõnadeks (interrogative adverbs), kui neid kasutatakse küsimuste moodustamiseks, ja siduvateks määrsõnadeks (conjunctive adverbs), kui neid kasutatakse kõrvallause sidumiseks pealausega:

When did he go there?
I don't know **when** he went there.

Määrsõna süntaktilised funktsioonid
Syntactic functions of adverbs

Määrsõnad võivad laiendada verbe, omadussõnu, teisi määrsõnu, nimisõnu ja eessõnalisi nimisõnafraase.

1. Verbi laiendina on määrsõna lauses aja-, sagedus-, koha-, viisi-, määra- või põhjusmääruseks:

He was **then** a schoolboy. (adverbial of time)
I **occasionally** met him in the library. (of frequency)
Come **here!** (of place)
He came with me **willingly.** (of manner)
She hasn't read **much.** (of degree)
For that reason he went to the library. (of cause)

2. Kui määrsõna laiendab omadussõna või teist määrsõna, on ta määramääruseks:

It was **extremely** good of her to do this for me.
This just isn't good **enough.**
He seems to be smoking **rather** heavily.
Oddly **enough,** everybody was dressed up.

3. Mõned määrsõnad (peamiselt koha- ja ajamäärsõnad) võivad laiendada nimisõnu:

the journey **home**
the sentence **above** / the **above** sentence
the day **before**
the years **ahead**
the **upstairs** neighbour / the neighbour **upstairs**
the man **over there**
the **then** Prime Minister

4. Määramäärsõnad võivad laiendada eessõnalisi nimisõnafraase:

The class was **almost** at an end.

Määrsõnade asend
The position of adverbs

Kuna määrsõnad laiendavad erinevaid sõnaliike, võivad nad asetseda lauses mitmes kohas — laiendatava sõna ees või järel, lause alguses, lõpul või keskel. Kuid mitte kõik määrsõnad ei ole võrdselt mobiilsed.

Viisi ja määra väljendavad määrsõnad on tihedalt seotud sõnaga, mida nad laiendavad:

George sings **well.** (viisimäärsõna verbi järel)
Kuid: He sings the song **well.** (sihilist verbi ei eraldata otsesihitisest)
He sings **very** well. (määramäärsõna viisimäärsõna ees)
He is a **very** good singer. (määramäärsõna omadussõna ees)
The class was **almost** at an end. (määramäärsõna eessõnalise fraasi ees)

Enough asetseb tavaliselt omadussõna järel, mida ta laiendab. Kui ta aga laiendab nimisõna, võib ta asuda nii selle ees kui järel:

That is good **enough** for me.
I have **enough** money to buy it.
I have money **enough** to buy it.

Ebaŕeeglipärast sagedust väljendavad määrsõnad (**ever, never, usually, always, often** jt.) asetsevad verbi lihtaegade puhul verbi ees, liitaegade puhul abi- ja põhiverbi vahel, küsilausetes aga vahetult aluse järel:

He **usually** drinks milk.
He **never** drinks vodka.
I have **never** met him.
Does he **usually** drink milk?
Have you **ever** met him?

Kui öeldisfraasis esineb verb *be* lihtajas või modaalverb, asetseb ebareeglipärast sagedust väljendav määrsõna nende järel:

She is **often** late.
We must **always** start at eight.

Kõige liikuvamad on aega, kohta ja sagedust tähistavad määrsõnad. Rõhutamise korral asetsevad nad tavaliselt lause algul:

Now he's living in London.
He's **now** living in London.
He's living in London **now.**
Outside, the boys were playing ball.
The boys were playing ball **outside.**
Sometimes I am quite hopeful.
I am **sometimes** quite hopeful.

Kui lause lõpuosas esineb mitmesuguseid määrsõnu, siis eelneb kohamäärsõna nii aega kui ka sagedust tähistavale määrsõnale, sagedust tähistav määrsõna eelneb aga aega tähistavale määrsõnale:

They will come **here soon.** (kohamäärsõna + ajamäärsõna)
I have met him **twice today.** (sagedusmäärsõna + kohamäärsõna)
He has been **there twice today.** (kohamäärsõna + sagedusmäärsõna + ajamäärsõna)

Exercise 1

Paraphrase the following sentences using an adverb instead of the adjective underlined.

Model: Tom is a very careful driver.
Tom drives very carefully.

1. Ann has a very good pronunciation of English diphthongs.
2. Peter's behaviour is more polite than Jack's.
3. Of the two, David is the clearer speaker.
4. David is a very much harder worker.
5. Jane is a most brilliant dancer.
6. The film made a considerable impression on me.
7. Brown is a friendly teacher.
8. Harry is not nearly such a fast runner.

Exercise 2

Form adverbs from the following adjectives:

wise, gay, happy, whole, beautiful, humble, dry, busy, skilful, basic, public.

Exercise 3

Point out the adverbs and translate the following sentences into Estonian.

1. I quite forgot to ask him about it. 2. This knife cuts very cleanly. 3. He is clearly wrong. 4. The dog was following close behind. 5. We went direct to the airport. 6. The wind was blowing dead against us. 7. She was directly influenced by Ernest Hemingway. 8. Take it easy. 9. She's not easily satisfied. 10. All his jokes sounded rather flat. 11. He flatly refused my request. 12. It serves you right. 13. He rightly guessed that he would need help. 14. The lecture began at 8 o'clock sharp. 15. She spoke sharply to me. 16. Hold on tight to my hand. 17. The children sat with their hands tightly clasped.

Exercise 4

Translate the following sentences into Estonian and say whether the underlined words are adjectives or adverbs.

1. There is an hourly service of buses to Elva. The buses run hourly. 2. That's a cowardly thing to say. He behaved in a cowardly fashion. 3. We had breakfast early. We had an early breakfast. 4. Don't speak so fast. They went by a fast train. 5. We've had a long wait. I can't stay very long. 6. He has come straight from Tallinn. 7. I want a straight answer to my question.

Exercise 5

Make up sentences using the following words as adjectives and adverbs.

high, low, early, hard, long, wrong, daily, wide, pretty, little, much, slow.

Exercise 6

Make up sentences with the following adverbs.

high, highly; slow, slowly; late, lately; loud, loudly; right, rightly; short, shortly; near, nearly; hard, hardly; pretty, prettily; deep, deeply; wide, widely; most, mostly; close, closely; dear, dearly; last, lastly.

Exercise 7

Choose the correct word and put it in its right place in the sentence. Sometimes both alternatives are correct.

1. It's freezing (hard, hardly). 2. We only managed to catch the train (just, justly). 3. I haven't seen Ann (late, lately). 4. Drive round the corner (slow, slowly). 5. He spoke (loud,

loudly) and (clear, clearly). 6. I think of professor Miller (high, highly). 7. Houses in England are built of brick or stone (most, mostly). 8. She buys her clothes (cheap, cheaply). 9. The moon shone (clear, clearly). 10. He speaks clearly (quite, very). 11. Fix the post in the ground (firm, firmly). 12. We ran as (quick, quickly) as we could. 13. He has travelled (wide, widely).

Exercise 8

Use the comparative or superlative degree of the adverbs.

1. Peter can run (fast) than Tom. 2. He was (well) educated than the others. 3. She was being hurt (deeply). 4. We met him once or (often) every week. 5. Driving (slowly), she was the last to arrive. 6. Her eyebrows rose (high) than ever. 7. They arrived (early) than she did. 8. He went (far) than the other explorers. 9. He ran (fast) of all. 10. She likes swimming (well) of all.

Exercise 9

Translate into English.

1. Tom laulab paremini kui Peeter. 2. Ta laulab sama hästi (as well as) kui George. 3. Janet suudab hüpata kõrgemale kui Betty. 4. Ann räägib inglise keelt väga hästi, kuid ta räägib prantsuse keelt isegi (even) paremini. 5. Bob hüüdis (shouted) kõige valjemini. 6. Ta ei hüüdnud valjemini kui Jim. 7. Sally tantsib sama hästi kui Rose. 8. Fred mängis kõige halvemini.

Exercise 10

Give the comparative and superlative degrees of the following adverbs and use them in sentences of your own.

quietly, badly, hard, far, near, little, low, beautifully, often, patiently, noisily, selfishly, early, wisely.

Exercise 11

Classify the adverbs in the following sentences according to their meaning. Translate the sentences into Estonian.

1. Don't walk so quickly. 2. She seems to be rather tired. 3. What did you do yesterday? 4. We have often spoken about you. 5. Have you ever heard of this book? 6. I will ask the very first person I see. 7. We think she sang very beautifully. 8. He is fairly well. 9. Don't come late. 10. Let us go inside, it is warmer there. 11. There is nobody there. 12. Sit down here for a few moments.

Exercise 12

Point out the adverbs in each of the following sentences. Then say what they modify (a verb, an adjective, an adverb, a noun or a prepositional phrase). Translate the sentences into Estonian.

1. Shut the door quickly. 2. You are quite right. 3. He sings surprisingly well. 4. It is rather a pity. 5. Wait until afterwards. 6. Answer me honestly. 7. I haven't met him yet. 8. We are almost at the station. 9. It cost almost a pound. 10. He is very kind. 11. In fact, he is quite a nice man. 12. We found your house quite easily. 13. You are walking too fast. 14. She plays tennis really well. 15. These shoes are too large. 16. I met him the day before.

Exercise 13

Point out the conjunctive adverbs in the following sentences and say what kind of subordinate clauses they introduce.

1. He asked me where I was going. 2. I know several places where they grow oranges. 3. Do you know why he is absent? 4. Sunday is the only day when I can do my washing. 5. We don't know how you do it. 6. She said she would come when she had finished her work in the kitchen.

Exercise 14

Put the adverbs of manner in brackets in their right places in the sentences.

1. We washed the windows. (well) 2. Please put the glasses away. (carefully) 3. The children came into the room. (noisily) 4. He agreed to our proposal. (willingly) 5. The package was wrapped. (attractively) 6. Please answer my letter. (promptly) 7. They spent their money. (foolishly)

Exercise 15

Put the adverbs of frequency in brackets in their right places in the sentences.

1. He has been here. (never) 2. We go to the theatre. (often) 3. She attends her classes. (sometimes) 4. They come to our place. (occasionally) 5. Do you use sugar in your coffee? (ever) 6. I have seen him in the café. (seldom) 7. Is he late? (often) 8. We must start at eight. (always) 9. You should do it again. (never)

Exercise 16

Put the adverbial phrases of place in brackets in their right places in the sentences. Remember that if a sentence contains both an adverb of place and an adverb of time, the adverb of place goes first.

1. We arrived at 11 o'clock. (in London) 2. I telephoned my friend from a call-box. (about 12 o'clock) 3. We had coffee after dinner. (in the garden) 4. I spoke with Bob at lunch. (a few weeks ago) 5. Ann lost a ring last night. (at the dance) 6. Harry will be in college. (next year) 7. They took him to hospital. (at once)

Exercise 17

Translate the following sentences into English putting the adverbs in their proper places.

1. Ma läksin Kadriorgu ühel külmal detsembri pärastlõunal. 2. Üsna sageli eelistab (prefers) ta kinnomineku asemel televiisorit vaadata. 3. Kas sa käid alati jalutamas pühapäeva hommikul? 4. Me peatusime iga tunni järel, et puhata. 5. Sa ei ole veel einestanud, ega ju? 6. Ta on olnud haige novembri lõpust saadik. 7. Ma kohtun sinuga homme kell kolm. 8. Minu sõber saabus eile õhtupoolikul kell viis. 9. Me koguneme homme kell kaks teatri ette. 10. Mul kästi need raamatud enne reedet raamatukogusse tagasi viia. 11. Me läksime otse jaama. 12. Mõned mu sõpradest on üsna kapriissed (capricious). 13. Kas sa oled kunagi lugenud seda raamatut? — Ei, ma ei ole seda iial lugenud. 14. Kas ma saaksin klaasi vett? Ma olen ikka veel janune (thirsty). 15. Mõnikord ta hilineb loengule.

ARVSÕNA
THE NUMERAL

Arvsõnad jaotatakse p õ h i a r v s õ n a d e k s (cardinal numerals) ja j ä r g a r v s õ n a d e k s (ordinal numerals).

Põhiarvud		Järgarvud	
0	nought*		
1	one	1st	first
2	two	2nd	second
3	three	3rd	third
4	four	4th	fourth
5	five	5th	fifth
6	six	6th	sixth
7	seven	7th	seventh
8	eight	8th	eighth
9	nine	9th	ninth
10	ten	10th	tenth
11	eleven	11th	eleventh
12	twelve	12th	twelfth
13	thirteen	13th	thirteenth
14	fourteen	14th	fourteenth
15	fifteen	15th	fifteenth
16	sixteen	16th	sixteenth
17	seventeen	17th	seventeenth
18	eighteen	18th	eighteenth
19	nineteen	19th	nineteenth
20	twenty	20th	twentieth
21	twenty-one	21st	twenty-first
22	twenty-two	22nd	twenty-second
30	thirty	30th	thirtieth
40	forty	40th	fortieth
50	fifty	50th	fiftieth
60	sixty	60th	sixtieth
70	seventy	70th	seventieth
80	eighty	80th	eightieth
90	ninety	90th	ninetieth
100	one hundred	100th	(one) hundredth

* O teisi lugemisviise vt. lk. 280—281.

101	one hundred and one	101th	(one) hundred and first
102	one hundred and two	102nd	(one) hundred and second
103	one hundred and three	103rd	(one) hundred and third
110	one hundred and ten	110th	(one) hundred and tenth
123	one hundred and twenty-three	123rd	(one) hundred and twenty-third
200	two hundred	200th	two hundredth
261	two hundred and sixty-one	261st	two hundred and sixty-first
1,000	one thousand	1,000th	(one) thousandth
1,062	one thousand and sixty-two	1,062nd	(one) thousand and sixty-second
1,474	one thousand four hundred and seventy-four	1,474th	(one) thousand four hundred and seventy-fourth
3,725	three thousand seven hundred and twenty-five	3,725th	three thousand seven hundred and twenty-fifth
30,700	thirty thousand seven hundred	30,700th	thirty thousand seven hundredth
30,705	thirty thousand seven hundred and five	30,705th	thirty thousand seven hundred and fifth
100,000	one hundred thousand	100,000th	(one) hundred thousandth
1,000,000	one million	1,000,000th	(one) millionth
1,350,202	one million three hundred and fifty thousand two hundred and two	1,350,202nd	(one) million three hundred and fifty thousand two hundred and second

Põhiarvsõnad on sõnad, mis märgivad hulka ja vastavad küsimusele *mitu?, kui palju?*

Arvsõnad 13-st kuni 19-ni moodustatakse sufiksi **-teen** liitmisega esimese kümne hulka kuuluvate lihtarvsõnade tüvele. Kümnelisi tähistavad arvsõnad moodustatakse sufiksi **-ty** liitmisega vastava lihtarvsõna tüvele. Tuleb aga tähele panna, et moodustamine pole alati reeglipärane, tüves võivad sageli toimuda muutused.

Kümneliste ja neile järgnevate üheliste vahel kasutatakse sidekriipsu (*thirty-one*).

Sajaliste (või tuhandeliste ja miljoniliste) ja neile järgnevate kümneliste (viimaste puudumisel ka üheliste) vahele pannakse sidesõna **and.**

Tuhandeliste ja suuremate arvude kirjutamisel numbritega eraldatakse need kolme koha kaupa paremalt arvates komaga (25,728,000). Koma ei tarvitata aastaarvude, lehekülje-, seeria- ja telefoninumbrite kirjutamisel:

It happened in **1950.**
See juhtus 1950. a.

Open the book at page **1526.**
Avage raamat 1526. leheküljelt.

Dial **6638.**
Valige 66-38.

Põhiarvsõnade ees ei tarvitata artiklit. Erandi moodustavad arvud *hundred, thousand* ja *million*, mille ees on kas **one** või **a** (viimane on iseloomulik kõnekeelele).

Arvsõnu *hundred, thousand* ja *million* võib kasutada ka nimisõnadena, kusjuures nad esinevad siis mitmuses:

Thousands (of people) watched the competition.
Tuhanded inimesed jälgisid võistlust.

Lehekülgede, peatükkide, paragrahvide, ruumide, transpordivahendite jms. juures seisab põhiarvsõna täiendina laiendatava nimisõna järel:

Read the text **on page 10.**
Lugege teksti lk. 10.

Have you read through **Chapter 5?**
Kas te olete läbi lugenud 5. peatüki?

They are in **Room 203.**
Nad on ruumis nr. 203.

Take **bus 13.**
Sõitke bussiga nr. 13.

He lives in **Flat 10.**
Ta elab korteris nr. 10.

Järgarvsõnad vastavad küsimusele *mitmes*? Nimisõna, mida laiendab järgarvsõna, tarvitatakse harilikult määrava artikliga:

January is the **first** month of the year.
Jaanuar on aasta esimene kuu.

Aga: You will need a **second** pair of shoes.
Sul läheb vaja veel ühte paari kingi.

Järgnevalt arvsõnade lugemisest **inglise** keeles.

1. Aastaarvud

1989	nineteen (hundred and) eighty-nine
1902	ninetéen (hundred and) two nineteen o[əu] two
1066	ten sixty-six
55 B. C.	(the year) fifty-five (Before Christ)
A. D. 370	(Anno Dǫmini) three hundred and seventy

2. Kuupäevad

March 21(st), 1980
21(st) March, 1980
21.3.1980 (BrE.)
3.21.1980 (AmE.)

1) March the twenty-first, nineteen eighty
2) The twenty-first of March, nineteen eighty
3) March twenty-first, nineteen eighty (AmE)

3. Kellaaeg

at 5	at five (o'clock)
at 5.15	at five fifteen; at a quarter past five; at a quarter after five (AmE)
at 5.30	at five thirty; at half past five
at 5.45	at five forty-five; at a quarter to six; at a quarter of six (AmE)
at 6.10	at ten (minutes) past six; at six ten; at ten (minutes) after six (AmE)

4. Telefoninumbrid

307-4933	three o[əu] seven — four nine double three; three o seven — four nine three three
7050	seven o five o

5. Null

Temperature: The temperature is five degrees below zero.
Temperatuur on viis kraadi alla nulli.

Football:

Brazil won 4 — 0 (four — nil).
Brasiilia võitis neli null.

Tennis:

Borg leads by 30 — 0 (thirty — love).
Borg juhib 30 — 0.

6. Murdarvud (fractions)

Lihtmurrud (vulgar fractions):

1/2	a half
1/4	a quarter
1/3	a third, one-third
3/15	three-fifteenths
3 1/5	three and one-fifth

Kümnendmurrud (decimal fractions):

1.4	one point four
5.76	five point seventy-six
0.4	o point four nought point four
0.05	o point o five

Märkus. Murdarvule järgnev nimisõna esineb ainsuses:
$^3/_4$ kilometre = three-fourths of a kilometre
Täis- ja murdarvust koosnevale segaarvule järgnev nimisõna esineb mitmuses:
$3^1/_4$ metres = three metres and a quarter

7. Aritmeetilised tehted

Liitmine (addition)

2+2=4	Two and two is/are four.
712+100=812	Seven hundred and twelve plus a hundred is/equals eight hundred and twelve

Lahutamine (subtraction)

7—4=3	Four from seven is/leaves three.
619—100=519	Six hundred and nineteen minus a hundred equals five hundred and nineteen.

Korrutamine (multiplication)

3×4=12	Three fours are twelve
17×30=510	Seventeen times thirty is/makes five hundred and ten. Seventeen multiplied by thirty equals five hundred and ten.

Jagamine (division)

9÷3=3	Nine divided by three equals three.

8. Matemaatilised sümbolid

$A<B$	A is less than B
$A\leqslant B$	A is less than or equal to B
$A>B$	A is more than B
$\sqrt{\ }$	(square) root
$\sqrt[3]{\ }$	cube root
x^2	x squared
x^3	x cubed
x^4	x to the power four

9. Loetelu

first(ly)	in the first place	esiteks	
secondly	in the second place	teiseks	
thirdly	in the third place	kolmandaks	
fourthly	in the fourth place	neljandaks	
—	in the fifth place	viiendaks	
once	a/every/each/per day	üks	korda päevas
twice		kaks	
three times		kolm	
four times		neli	

10. Protsendid

2%	two per cent
2 per cent	
2 p. c.	
13%	thirteen per cent
110%	one hundred and ten per cent

11. Keemilised ühendid

$2H_2+O_2=2H_2O$	two H two plus O two equals two H two O

12. Raha

1 p	one penny; one p [pi:]
5 p	five pence; five p [pi:]
£ 3.50	three pounds fifty
1 c	one cent
25 c	twenty-five cents
$ .25	
$ 1.95	a dollar ninety-five / one ninety five

Exercise 1

Read the following (the abbreviations: mph = miles per hour, ft = feet, km = kilometres).

1. It is 3441 miles from London to New York.
2. The speed limit is 30 mph.
3. Mount Everest is 29,028 ft high.
4. This room is 16 ft by 25 ft.
5. Water freezes at 32° Fahrenheit.
6. The cheapest seats are 50p each.
7. I was given £ 1.50 change.
8. The return ticket is £ 13.50.
9. Italy won the cup 2 — 0.
10. My wife is 1 m 68 cm tall.
11. She caught the 17.36 train to Cambridge with plenty of time.
12. All the 56 employees were fired.
13. In the 1980's cars got smaller and more expensive.
14. The result of the match was 3 — 0 to our team.

Exercise 2

Read and translate:

1. Queen Elisabeth II was born on 21 April 1926; married Prince Philip, the Duke of Edinburgh, on 20 November 1947; acceeded to the throne on 6 February 1952 and was crowned on 2 June 1953.
2. The Empire State Building, which is the second tallest building in New York City, rises 1,250 ft in the air.
3. John Lennon was a member of the rock group the Beatles until it disbanded in the early 1970's. This talented musician was murdered in New York City on December 8, 1980.
4. On Sept. 27, 1988 the first American bookstore opened in the Soviet Union; on Oct. 27 the first series of video dialogues between U. S. Information Agency's Worldnet and Soviet television took place.

Exercise 3

Read and translate the following:

I Although the United States is injoying a period of prosperity, managerial job losses due to restructurings and cutbacks are affecting large numbers of people. Between January, 1981 and January, 1986 961,000 managers lost their jobs. By January, 1987 745,000 of those had found other work, 131,000 were still unemployed and 85,000 had left the labor force, having either retired or stopped looking for work.

II The sale of the 110-story Sears Tower, the world's tallest building and an emblem of the Chicago skyline, will bring more than $ 1 billion, the highest price ever for a single building, real estate professionals have predicted. The tower, built in 1974, is 1,454 feet (440 meters) high. It has almost the same amount of rentable space as one of the twin towers of the World Trade Center in New York, which are about 1,350 feet high.

EESSÕNA
THE PREPOSITION

Inglise keeles on palju eessõnu. Eessõnad seovad sõnu ja fraase omavahel. Lisaks grammatilisele funktsioonile on eessõnadel ka leksikaalne tähendus, nad väljendavad ruumi-, aja- ja viisisuhteid. Peale selle on paljudel eessõnadel veel mingi abstraktne tähendus:

She sat **by** me. Ta istus minu kõrval.
She finished the work **by** six o'clock. Ta lõpetas töö kella kuueks.
This picture has been painted **by** Rembrandt. Selle pildi maalis Rembrandt.

Eessõnaline nimisõnafraas täidab eessõnalise sihitise, määruse ja täite ning nimisõna järelasendi täiendi funktsioone.

Allpool loetletakse peamised inglise keele eessõnad alfabeetilises järjestuses.

ABOUT	
He told us **about** his trip.	Ta rääkis meile oma reisist.
I know all **about** you.	Ma tean sinust kõike.
ABOVE	
The plane flew **above** the clouds.	Lennuk lendas pealpool pilvi.
ACROSS	
He ran **across** the street.	Ta jooksis üle tänava.
AFTER	
They arrived **after** supper.	Nad saabusid pärast õhtusööki.
Shut the door **after** you.	Sule enda järel uks.
AGAINST	
I am **against** the proposal.	Ma olen ettepaneku vastu.
He was leaning **against** a tree.	Ta nõjatus vastu puud/puu najale.
ALONG	
They walked **along** the shore.	Nad kõndisid mööda kallast.
AMONG	
Divide the sweets **among** the boys	Jaga maiustused poiste vahel ära.

AT

We met **at** a party.	Me kohtusime ühel peol.
We study **at** the University.	Me õpime ülikoolis.
Look **at** the picture!	Vaadake pilti!
They departed **at** sunrise.	Nad lahkusid päikesetõusul.

BEFORE

I'll be back **before** 3 o'clock.	Olen tagasi enne kella kolme.
Your name comes **before** mine.	Sinu nimi on minu omast eespool.

BEHIND

He sat **behind** me.	Ta istus minu taga.

BELOW

He signed his name **below** mine.	Ta kirjutas oma nime minu oma alla.
The temperature was eight degrees **below** zero.	Temperatuur oli 8° alla nulli.

BESIDE

He likes to sit **beside** Mary.	Talle meeldib Mary kõrval istuda.

BESIDES

I have three other hats **besides** this.	Mul on veel kolm kübarat peale selle.

BETWEEN

She was sitting **between** Harry and Toby.	Ta istus Harry ja Toby vahel.

BEYOND

The church is **beyond** the river.	Kirik on teisel pool jõge.

BY

It's made **by** hand.	See on käsitsi tehtud.
I know her **by** sight.	Ma tean teda nägupidi.
He took me **by** the hand.	Ta võttis mul käest kinni.
Will you be ready **by** five?	Oled sa kella viieks valmis?

DOWN

We ran **down** the hill.	Me jooksime mäest alla.

DURING

During my stay in London I visited this museum.	Oma Londonis viibimise ajal ma käisin selles muuseumis.

EXCEPT

We get up early every day **except** Sunday.	Me tõuseme vara iga päev, välja arvatud pühapäev.

FOR

He stayed there **for** five days.	Ta jäi sinna viieks päevaks.
This letter is **for** you.	See kiri on sulle.
I paid ten roubles **for** it.	Maksin selle eest kümme rubla.
I am waiting **for** my wife.	Ma ootan oma naist.
They left **for** England.	Nad sõitsid Inglismaale.

FROM

I took it **from** the box.	Võtsin selle kastist.
He lived there **from** 1970 to 1982.	Ta elas seal aastatel 1970—1982.
Bread is made **from** flour.	Leiba tehakse jahust.
She suffers **from** headaches.	Ta kannatab peavalude all.

IN

In summer they stayed **in** town.	Suvel jäid nad linna.
He answered **in** English.	Ta vastas inglise keeles.
He is interested **in** painting.	Ta on huvitatud maalimisest.
What can you see **in** the picture.	Mida te võite pildil näha.

IN FRONT OF

He stopped **in front of** the house.	Ta peatus maja ees.

INSIDE

They are **inside** the house.	Nad on majas (sees).

INTO

Let him **into** the house.	Lase ta majja (sisse).

NEAR

Our house is **near** the post-office.	Meie maja on postkontori ligidal.

OF

He bought a bar **of** chocolate.	Ta ostis tahvli šokolaadi.
She is fond **of** cats.	Talle meeldivad kassid.
I know both **of** them.	Ma tunnen neid mõlemaid.
What has become **of** her?	Mis on temast saanud?
This dress is made **of** silk.	See kleit on siidist.

OFF

Dick fell **off** the ladder.	Dick kukkus redeli pealt maha.

ON

Put it **on** the table.	Pane see lauale.
He arrived **on** Sunday.	Ta saabus pühapäeval.
Horses live **on** oats.	Hobused elavad kaerast.
We listened to a lecture **on** Dickens.	Kuulasime loengut Dickensist.
You may rely **on** my early arrival.	Te võite kindel olla, et ma tulen varakult.

OUT OF

She took her purse **out of** her pocket.	Ta võttis taskust rahakoti.
I asked **out of** curiosity.	Ma küsisin uudishimust.

OVER

He climbed **over** the fence.	Ta ronis üle aia.

PAST

He went **past** the house.	Ta läks majast mööda.

ROUND

The earth turns **round** the sun.	Maa tiirleb ümber päikese.

SINCE

I haven't seen her **since** Monday.	Ma pole teda esmaspäevast saadik näinud.

THROUGH

The river flows **through** the town.	Jõgi voolab läbi linna.

TILL (UNTIL)

We'll wait for you **till** 2 o'clock.	Me ootame sind (kuni) kella kaheni.

TO

Have you been **to** Spain?	Oled sa Hispaanias käinud?
I go **to** bed at 11 p.m.	Ma lähen magama kell 11.
It belongs **to** John.	See kuulub Johnile.
He worked from 8 **to** 10 a. m.	Ta töötas kella kaheksast kella kümneni.

TOWARDS

The plane flew **towards** the north.	Lennuk lendas põhja poole.

UNDER

She sat under the tree.	Ta istus puu all.

UP

He ran **up** the stairs.	Ta jooksis trepist üles.

WITH

Come **with** me!	Tule minuga!
Fill the box **with** sand.	Täida kast liivaga.
I agree **with** you.	Olen sinuga nõus.
His voice trembled **with** anger.	Ta hääl värises vihast.

WITHOUT

Don't go out **without** your coat.	Ära (ilma) mantlita välja mine.

Järgnevas kolmes tabelis on toodud näiteid aja-, koha- ja suunamäärustena funktsioneerivatest eessõnalistest nimisõnafraasidest.

MILLAL? WHEN?

AT	ON	IN
at two o'clock	on the first of July	in January
at five past two	on Tuesday	in early late December
at a quarter past two	on Sundays	in 1989; in the year 1989
at half past two	on the following day	in the morning
at noon	on working days	in the afternoon
at midnight	on Tuesday morning	in the evening
at night	on Monday afternoon	in the daytime
at sunrise	on the night of 9 April, 1988	later in the day
at breakfast	on the evening of May the first	(at two o'clock) in the night
at the weekend	on a sunny day in August	in in the 19th century
at Christmas	on Christmas Eve	in the summer of 1970
at New Year	on New Year's Eve	in spring
at the beginning of the month	on Christmas Day	in (the) future
at the end of the year	on New Year's Day	in the past
at the age of sixteen	on Mother's Day	in my spare time
at the holiday	on my arrival home	in my absence
at once	on this occasion	in his youth
at last	on time	in these days
at his moment		in the end
at the same time		in the middle of the month
at that time		in two day's time
at first sight		
at present		

KUS? WHERE?

AT	ON	IN
at 10 High Street	on Fifth Avenue	in the world
at 224 Fifth Avenue	on the street (AmE)	in High Street
at the corner of the street	on the plane	in the east of Europe
at a hotel	on a bus	in London
at a store	on a boat/ship	in Trafalgar Square
at the concert	on the floor	in America
at the cinema	on the wall	in a village
at the theatre	on the shelf	in the country
at the station	on the table	in (the) town
at the airport	on a hook	in the mountains
at the bus-stop	on the notice-board	in the field
at home	on the radio	in the park
at work	on television	in the car
at the university	on page 5	in the drawer
at the lecture	on both sides of the street	in a chair
at an office	on top	in the picture
at a party	on leave	in the water
at the top of the page	on holiday	in the sky
at the bottom of the page	on my right	in a coffee bar
at the end of the street	on my way to college	in the middle of the room
at my left side		in the corner of the room

KUHU? WHERE TO?	KUS? WHERE?	KUST? WHERE FROM?
When do you go **to** work?	Father is **at** work now.	He was dismissed **from** work.
They went **to** the theatre.	I met them **at** the theatre.	I met them on my way **from** the cinema.
She returned **to** London.	She lives **in** London.	She returned **from** Oxford.
Tom dived **into** the water.	Tom is **in** the water.	Tom climbed **out** of the water.
It fell **on (to)** the floor.	The watch is **on** the table.	I took it **from** the shelf.
This street leads **to** the church.	Our school is **near** the hospital.	It is far **from** here.
If you can't find a seat, sit **on** the floor.	They sat **by** the fireplace.	He rose **from** his seat.
They ran **behind** the house.	There's a big tree **behind** the house.	Take the box **from behind** the door.
The garage was built **between** the houses.	He sat **between** the two girls.	He walked away **from** the girls.
George crawled **under** the car.	The cat is **under** the car.	She took her bag **from under** the table.
He jumped **on (to)** the horse.	The boys are **in** the car.	They got **off** the bus.

Real juhtudel nõuavad ingliskeelsed verbid teistsugusele küsimusele vastavat kohamäärust kui nende eestikeelsed vasted. Näiteks:

inglise keeles:	eesti keeles:
KUS?	**KUHU?**
to appear at the meeting	koosolekule ilmuma
at the door	uksele
to arrive at the office	kontorisse jõudma
in London	Londonisse „
in Estonia	Eestisse „
to gather at the bus-stop	bussipeatusse kogunema
in the hall	saali „
to hide sth. in the cellar	midagi keldrisse peitma
in the garden	„ aeda „
to leave sth. in the train	midagi rongi unustama
at home	„ koju „
to remain at home	koju jääma
to set in the west	läände loojuma
to sit down at the table	laua äärde istuma
on the sofa	sohvale „
to stay at a hotel	hotelli jääma
at home	koju „
to write on the blackboard	tahvlile kirjutama
in the note-book	märkmikusse „
to phone (ring up) sb. at the office	kellelegi kontorisse helistama
KUS?	**KUST?**
to begin at page 5	alustama leheküljelt nr. 5
at the top of the page	„ lehekülje algusest
at point A	„ punktist A
to buy sth. at the shop	midagi poest ostma
in the market	„ turult „
in London	„ Londonist „
to find sth. in the street	midagi tänavalt leidma
in the river	„ jõest „
to look sth. up in a dictionary	midagi sõnastikust järele vaatama
to read sth. in a book	midagi raamatust lugema
in a paper	„ ajalehest „
to rise in the east	tõusma idast
to hear sth. on the radio	midagi raadiost kuulma
to see sth. on (the) television	midagi telerist nägema

Üldreeglina asub eessõna fraasi alguses. Kõnekeeles võib ta eralduda ülejäänud nimisõnafraasist ja asetseda

1) küsilause lõpul:

What are you talking **about?**
Millest te räägite?

Who(m) are you looking **at?**
Keda sa vaatad?

2) täiendlause lõpul

The house you were talking **about** is empty.
Maja, millest te rääkisite, on tühi.

That is the house we live **in.**
See on maja, kus me elame.

Alati on eessõna

1) passiivlausete lõpul:

John can be relied **on.**
Johnile võib loota.

I hate being laughed **at.**
Mulle ei meeldi, kui mu üle naerdakse.

2) infinitiiviga väljendatud täiendi lõpul:

They have a lot to talk **about.**
Neil on palju, millest kõnelda.

I need something to write **with.**
Mul on vaja midagi, millega kirjutada.

Exercise 1

The preposition **of** is used after a number of verbs and adjectives. Read the following questions and give answers in complete sentences using the bracketed words.

1. What are you afraid of? (mice, visitors)
2. What was he accused of? (burglary, theft)
3. What is she ashamed of? (what she said)
4. What is the prisoner guilty of? (a crime, a murder)
5. What does he boast of? (a new car, his wife's beauty)
6. What did she warn you of? (danger)
7. What is she fond of? (cats, lions)
8. What didn't they approve of? (his plans)
9. What are you proud of? (my English, my wealth)
10. What did it smell of in the house? (coffee)
11. What did they have no doubt of? (his sincerity)
12. What does this soup taste of? (pepper, carrots)

13. What does she complain of? (a headache, a sore throat)
14. What is she tired of? (waiting, his old jokes)
15. What is he sick of? (her continuous talking)

Exercise 2

Answer the following questions using words from the column on the right and the preposition **at.**

1. Where did you meet them?	the theatre
2. Where did you first meet your wife?	a party
3. Where did you get that black eye?	the match
4. When did he arrive?	noon
5. When did you get the telegram?	midnight
6. When did you talk to him?	the weekend
7. Where did you buy these oranges?	the supermarket
8. Where did you see John?	work
9. Where do the Browns live?	5 High Street
10. Where is Sheila?	the office
11. When does father usually read the papers?	breakfast
12. When did they leave?	dawn
13. When will you go to the dentist's?	4 a. m.
14. When did he give it to you?	Christmas
15. When did you get the message?	dinner time

Exercise 3

Answer the following questions. Choose suitable words from column II and use the preposition **by.**

I	II
1. Where was the armchair placed?	telephone
2. Where was Rose sitting?	the storm
3. Where is the palace situated?	boat
4. Where did the TV set stand?	the fireside
5. How will he go there?	the open window
6. How were these houses destroyed?	the river
7. How will you let me know?	the sofa
8. When will she be back?	the yard
9. How is this material sold?	mistake
10. Why did you take my umbrella?	6 o'clock

Exercise 4

Fill in the blanks with **at** or **in.**

1. He is always —— a hurry. 2. She noticed it —— a glance. 3. Speak —— a low voice. 4. He usually took two steps —— a time. 5. —— fact I simply forgot to buy it. 6. They looked at me —— surprise. 7. I'll write to him next Saturday —— the earliest. 8. They live close —— hand. 9. He was to return by Sunday —— the latest. 10. He was only a child —— that

time. 11. She jumped —— the chance. 12. Here is your name on the list —— black and white. 13. You are —— the right. 14. The children were —— danger. 15. Milk is sold —— bottles. 16. We sleep —— night. 17. He left home —— the age of sixteen. 18. All the dictionaries are —— your disposal. 19. He took part —— the discussion. 20. We are all delighted —— your success. 21. He succeeded —— finishing the work in time. 22. Look me —— the face and tell the truth. 23. She was frightened —— the noise. 24. We were astonished —— the news.

Exercise 5

Answer these questions using the words from the column on the right.

1. What does he lecture on?	Roman history
2. What do horses live on?	oats
3. What do cats live on?	mice
4. How much money a month do you live on?	... roubles
5. What is this book on?	nuclear physics
6. Whom did the boy throw the snowball at?	John
7. What is Jim good at?	football
8. What was she surprised at?	meeting them there
9. What is John angry at?	the noise
10. Who did she aim her pistol at?	the burglar
11. What is he interested in?	scientific research
12. What is Great Britain rich in?	coal
13. What does he believe in?	the future of mankind
14. What does mother take pleasure in?	knitting
15. What are you worrying about?	the examination results
16. What are you not sure about?	the date of her arrival
17. What did you talk about?	his plans

Exercise 6

Choose the correct preposition.

FROM or WITH

1. He suffers —— loneliness. 2. His face was red —— anger. 3. She was trembling —— fear. 4. She was weak —— her illness. 5. I have been suffering —— sleeplessness for quite a time. 6. He parted —— his favourite possessions at a low price. 7. The war parted many men —— their families.

AMONG or BETWEEN

8. At the party I sat —— Kate and Peggy. 9. What I told you is strictly —— you and me. 10. Heated discussions were going

on —— the delegates. 11. The colour of the cloth is somewhere —— red and yellow. 12. I was —— the crowd. 13. Divide this cake —— the children. 14. There is regular air service —— these two towns. 15. There is nothing to choose —— them, they are all alike. 16. There's no love lost —— them.

AFTER or BEHIND

17. They arrived —— supper. 18. The furious dog ran —— me. 19. Lock the door —— you. 20. They came in one —— another. 21. Their street is named —— a writer. 22. The plan was signed ——my back. 23. —— our house there is a big fir-tree. 24. They will return the day —— tomorrow.

Exercise 7

Fill in the blanks with the prepositions **at, by, for, in, of, on, to, with.**

1. You'll be passing the cinema —— your way —— work, won't you? Have a look what's on. We may go —— the pictures —— the evening.
2. Shall we go —— the country —— some later train tonight? — It's all the same —— me.
3. He was speaking slowly, looking —— the right words.
4. She spoke —— a loud voice, she wanted all the people —— the hall to hear her.
5. He opened the door —— the taxi —— her.
6. Did he try to explain —— you how it happened?
7. They saw a girl —— a suit-case —— one hand and a bag —— the other to get —— the bus.
8. I can't turn —— him —— help, I don't know him —— all.
9. As he stood —— the other side —— the street he watched the lights —— the house go out.
10. —— the morning he got two letters, which were both answers —— his advertisment.

Exercise 8

Fill in the blanks with the prepositions **at, by, for, in, of, on, to, with.**

1. How do you like your coffee? — —— milk and a lot —— sugar?
2. How do I get —— the shopping centre? — —— bus. Take bus 40 —— the corner —— High Street.
3. They are fond —— classical music. They can listen —— Bach or Beethoven —— hours.
4. He liked to have supper —— his family.
5. She liked to stay —— home —— the evening —— an interesting book.

6. We shall first go —— that part —— the museum where old masters age.
7. I am not sure I understood him right, he speaks —— a strong accent.
8. This is not a topic —— conversation —— front —— the children.
9. —— the morning —— the exam she got up earlier than usual.
10. The train arrives —— this small station —— night and stops —— three minutes only.

Exercise 9

Fill in the blanks with prepositions where necessary.

1. Tartu University is one of the oldest —— northern Europe. 2. It was founded —— 1632. 3. Many famous scientists have worked —— the university. 4. The two oldest universities —— England are Oxford and Cambridge. 5. The teaching —— Oxford and Cambridge is based —— the tutorial system. 6. Students write essays —— the subjects they are studying. 7. At present there are more than 45 universities —— Britain, including —— the Open University. 8. The largest university —— the United Kingdom is that —— London. 9. —— England most students take jobs —— the summer —— about six weeks.

Exercise 10

Fill in the blanks with **in** or **on**.

1. Are there any clouds —— the sky? 2. The cat is —— the roof. 3. Pete arrived —— Monday morning. 4. Stick the stamp —— the envelope. 5. There is a huge oak-tree —— the picture. 6. Don't get angry, he only did it —— fun. 7. —— my opinion he will keep his promise. 8. He answered —— the affirmative. 9. Don't drop it —— the floor. 10. Paris is — the Seine. 11. Did you hear the news —— the radio? 12. He is not much intrested —— theory, what matters to him is practice. 13. Don't speak —— such a loud voice. 14. I insist —— her coming. 15. She wastes her money —— sweets. 16. This book is —— the origin of life. 17. They are —— holiday at present. 18. Mrs Jones is not —— town. 19. —— the whole she was right. 20. The guests arrived late —— the evening. 21. We came —— foot. 22. Mr Smith is —— the telephone.

Exercise 11

Insert **in, of, on, to** or **with**.

1. She turned her key —— the Yale lock and opened the front door. 2. There was a knock —— the door and Florence came in

—— a tray. 3. Are you going to get —— touch —— her? 4. She placed the document —— a drawer —— her desk and locked the drawer. 5. I thought it probable that she might change her mind —— the near future. 6. He shook hands —— both the men. 7. Franklin spent a long time —— him. 8. —— the walls were water-colour drawings. 9. She was sitting —— an armchair. 10. I'll start —— ten days' time. 11. —— the following day Miss Marple went up —— London. 12. He followed her up the stairs —— a cool room smelling —— mice. 13. She went back —— the table. 14. She was reading a fairy tale —— the child. 15. The house is made —— bricks.

Exercise 12

Fill in the gaps with prepositions.

1. She sat —— him, staring ahead —— the windscreen (tuuleklaas). 2. What conclusion have you come —— ? 3. We all laughed —— this joke. 4. She remained sitting —— the writing-table —— which the telephone stood. 5. She stood up and went —— the window. 6. The boys were coming —— us. 7. Helen works —— a cook. 8. The little girl was playing —— a bear. 9. —— lunch Betty had her rest. 10. The man was sitting —— the window, looking out —— the passing traffic. 11. I shall be back —— six at the latest. 12. I know him — name only. 13. I have lived there myself —— many a year. 14. Thank you —— your well-meant advice. 15. They finished their breakfast —— silence. 16. He found Betty —— the garden.

Exercise 13

Fill in the gaps with the necessary prepositions.

1. I'm not sure —— that. 2. The old man leant —— the wall. 3. She was a tall woman —— dark hair and a worried face. 4. They were coming —— the path —— me. 5. Wouldn't it be wise to discuss it first —— your parents? 6. The air was fresh and cool —— the storm. 7. Miss Marple listened —— close attention. 8. She ran quickly —— the stairs. 9. There's no name —— the gate but it's the first big house —— the hotel. 10. She was —— changeable —— a weathercock. 11. First they drove —— the railway station. 12. They are all strangers —— me. 13. We had lunch —— a small restaurant not far away. 14. How good is she —— her job? 15. She went out, closing the door —— her. 16. What did you have —— breakfast? 17. My mother knitted this jumper —— me. 18. She heard her mother calling her —— the front room.

Exercise 14

Answer the following questions.

1. What are you good at?
2. What are you bad at?
3. What are you looking forward to?
4. What are you tired of?
5. Who can you rely on?
6. What are you dissatisfied with?
7. Who are you dependent on?
8. Who are you named after?
9. Who do you intend to spend your summer holidays with?
10. What are you looking at?
11. What is your teacher dressed in?

FRAASIDE JA LAUSETE ÜHENDAMINE
PHRASE AND CLAUSE CONNECTION

1. Et vältida kõnes ühetaolise struktuuriga lausete kordamist, kasutatakse tihti ühe lause koosseisus mitut samalaadset fraasi, mis täidavad ühe ja sama lauseliikme funktsiooni. Selliseid lauseid nimetatakse **koondlauseteks** (contracted sentences). Näit.:

1. John laughed.
2. Brenda laughed.

— John and Brenda laughed.

Samalaadsed fraasid ühendatakse koondlauses omavahel tavaliselt sidesõnadega *and, or, but, as well as, both ... and, not only ... but also, either ... or, neither ... nor, rather than* jt.

She is young **and** beautiful.
Ta on noor ja ilus.

I don't drink **or** smoke.
Ma ei joo ega suitseta.

It's quite good, **but** rather expensive.
See on üsna hea, kuid päris kallis.

They drove by day **as well as** by night.
Nad sõitsid nii päeval kui öösel.

She knows **both** French **and** English.
Ta oskab nii prantsuse kui ka inglise keelt.

She is good **not only** at swimming **but also** at diving.
Ta oskab mitte ainult hästi ujuda, vaid ka sukelduda.

Neither Robert **nor** Rudolf knows Estonian.
Ei Robert ega Rudolf oska eesti keelt.

Either the dog **or** the cat has eaten it.
Selle on söönud kas koer või kass.

He is pitied **rather than** hated.
Teda pigem haletsetakse kui vihatakse.

Samalaadseid nimisõnafraase, mis tähistavad ühte ja sama olendit või objekti, saab ühendada ka **lisandit** (the apposition) kasutades:

1. An unusual present is waiting for you.
2. A toy elephant is waiting for you.

→ An unusual present, a toy elephant, is waiting for you.

Lisandi ees võib kasutada väljendeid *that is* (*to say*), *namely, in other words, including, included, to put it simply, for example, for instance, such as* jt.:

The youngest boy, **namely Peter,** began to cry.
Kõige noorem poiss, nimelt Peter, hakkas nutma.

The president of the United States, **that is Goerge Bush,** was on television last night.

Ühendriikide president, see tähendab George Bush, esines eile õhtul televisioonis.

Ten people, **including two children,** were waiting for the bus.
Kümme inimest, kaasa arvatud kaks last, ootas bussi.

We — **that is to say Ned and I** — intend to speak.
Meie, see tähendab Ned ja mina, kavatseme sõna võtta.

2. Erineva struktuuriga lihtlausete liitmiseks üheks lauseks kasutatakse inglise keeles mitut eri viisi.

2.1. Kõigepealt saab lihtlauseid liita üheks lauseks verbi mittepöördelisi vorme ja konstruktsioone kasutades:

Näiteid mittepöördeliste verbifraaside ja konstruktsioonide (s. o. NF-i ja mittepöördelise VF-i ühendus; vt. selle kohta lähemalt mittepöördelise VF-i alt) **kasutamisest lihtlausete liitmiseks:**

1. I see you.
2. I am happy.

→ I am happy to see you.
Mul on hea meel sind näha.

1. I know Pat.
2. Pat is a good dancer.

→ I know Pat to be a good dancer.
Ma tean, et Pat oskab hästi tantsida.

1. I saw John.
2. John was crossing the street.

→ I saw John crossing the street.
Ma nägin Johni tänavat ületamas.

1. He was my friend.
2. He helped me a lot.

→ Being my friend, he helped me a lot.
Kuna ta oli mu sõber, siis aitas ta mind palju.

1. We sit here in the sun.
2. We can see the distant sea.

→ Sitting here in the sun, we can see the distant sea.
Istudes siin päikese käes, võime me näha kaugel merd.

1. It was pretty late.
2. We went to sleep.

→ It being pretty late, we went to sleep.
Kuna oli juba üsna hilja, me läksime magama.

1. You should tell everybody.
2. That would be the best thing.

→ The best thing would be for you to tell everybody.
Kõige parem oleks sul kõigile rääkida.

Kasutatakse ka väljajäetud verbiga fraase:

1. He was too nervous to reply.
2. He looked at the floor.

→ Too nervous to reply, he looked at the floor.
Vrd.: Being too nervous to ....
Olles liiga erutatud, et vastata, vaatas ta põrandale.

1. The meeting was over.
2. We went home.

→ The meeting over, we went home.
Koosolek läbi, läksime koju.

Mõnikord saab selliseid lauseid ühendada eessõnalisi nimisõnafraase kasutades:

1. The man standing by the window.
2. The man is Ned Todd.

→ The man by the window is Ned Todd.
Mees akna kõrval on Ned Todd.

1. The kid was under the piano.
2. The kid laughed.

→ The kid under the piano laughed.
Laps klaveri all naeris.

1. The man was carrying a large umbrella.
2. The man came in.

→ The man with a large umbrella came in.
Suure vihmavarjuga mees tuli sisse.

2.2. Lihtlauseid üksteisega liites saame moodustada liitlauseid. Liitlauseid, mis koosnevad võrdväärsetest osalausetest, nimetatakse **rindlauseteks** (compound sentences). Osalausete liitmiseks kasutatakse rindlausetes sidesõnu *and, but, so, nor, not only ... but also, or, for* jt., määrsõnu *however, therefore, otherwise* jt. Mõnikord liidetakse osalaused ainult kirjavahemärkide abil.

Osalause	Siduv element	Osalause
He pressed the button	and	the rocket flew up.
Come early	or	you'll never get a seat.
She had broken her glasses	so	she couldn't read the letter.
I have never been to India	therefore	I don't know much about it.
She will never succeed	however	much she tries.
You can have the books	but	the papers I need myself.
I don't like tea,	—	I'll have lemonade instead.

Põimlauses (the complex sentence) pole osalaused mitte võrdväärsed, vaid üks neist laiendab või täiendab teist. Põimlause koosneb seega p e a l a u s e s t (the main clause) ja k õ r v a l l a u s e s t (the subordinate clause). Kõrvallauseid võib põimlause koosseisus olla mitu.

Pealause	*They say* Räägitakse
Kõrvallause	*the third time is lucky.* et kolmas kord veab.
Pealause	*Do you know* Kas sa tead
Kõrvallause	*who is to blame?* kes on süüdi?
Pealause	*You may stay* Sa võid jääda
Kõrvallause	*as long as you want.* nii kauaks kui tahad.
Pealause	*The address* *was wrong.* Aadress oli vale.
Kõrvallause	*to which I wrote* millel ma kirjutasin
Pealause	*was a lie.* oli vale.
Kõrvallause	*What you told me* Mis sa mulle rääkisid
Pealause	*don't believe him.* ära usu teda.
Kõrvallause	*Whatever he says* Mis ta ka ei räägiks
Pealause	*I know* Ma tean
Kõrvallaused	*who he is and where he lives.* kes ta on ja kus ta elab.
Pealause	*he told me* ütles ta mulle
Kõrvallaused	*As soon as he saw me* *you wanted to meet me.* Niipea kui ta mind nägi et sa tahad mind näha.

Kõrvallause võib omakorda olla pealauseks uuele kõrvallausele:

Pealause: He said \

I astme kõrvallause: it was important \

II astme kõrvallause: that they should come too.

Kõrvallaused täidavad pealause koosseisus eri lauseliikmete funktsioone. Vastavalt süntaktilisele funktsioonile nimetatakse kõrvallauseid a l u s-, ö e l d i s t ä i t e-, s i h i t i s-, m ä ä r u s- ja t ä i e n d l a u s e t e k s:

a) *alus*laused

What caused the accident is a complete mystery.
Mis põhjustas õnnetuse, on täielik mõistatus.

It was surprising **how little she had changed.**
Oli üllatav, kui vähe ta oli muutunud.

b) *öeldistäite*laused

The trouble is **that it is too late now.**
Häda on selles, et nüüd on liiga hilja.

The question is **why she told me a lie.**
Küsimus on selles, miks ta mulle valetas.

c) *sihitis*laused

He got **what he wanted.**
Ta sai, mida tahtis.

I thought **you were joking.**
Ma arvasin, et sa teed nalja.

No one knows **why he refused.**
Keegi ei tea, miks ta keeldus.

Don't pay attention **to what she says.**
Ära pööra tähelepanu sellele, mida ta räägib.

d) *ajamääruslaused*

You may stay **as long as you want.**
Sa võid jääda nii kauaks, kui tahad.

I've known him **since we were kids.**
Tunnen teda sellest ajast saadik, kui me lapsed olime.

e) *kohamääruslaused*

She went **where you sent her.**
Ta läks sinna, kuhu sa ta saatsid.

Wherever he went he was welcome.
Kuhu ta ka poleks läinud, ikka oli ta teretulnud.

f) *võrdlus- ja viisimääruslaused*

He is older **than he looks.**
Ta on vanem kui paistab.

She looks **as if she had seen a ghost.**
Ta näeb välja just nagu oleks ta vaimu näinud.

Do **as I do.**
Tee nii, nagu mina teen.

g) *tingimusmääruslaused*

If nobody objects we'll start at once.
Kui keegi pole vastu, siis alustame otsekohe.

If he knew Helen's address he would write to her.
Kui ta teaks Heleni aadressi, kirjutaks ta talle.

You wouldn't have caught cold **if you had put on a warm coat.**
Sa poleks külmetanud, kui oleksid sooja mantli selga pannud.

Should he come, ask him to wait.
Kui ta peaks tulema, palu tal oodata.

h) *põhjusmääruslaused*

I trust him **because I know him well.**
Ma usaldan teda, kuna tunnen teda hästi.

Since you have finished you may go home.
Kuna sa oled lõpetanud, võid koju minna.

i) *tagajärjemääruslaused*

The box was so heavy **that I could hardly lift it.**
Kast oli nii raske, et ma vaevu suutsin seda tõsta.

j) *otstarbemääruslaused*

Speak loudly **so that I can hear.**
Kõnele valjusti, nii et ma kuuleks.

k) *mööndusmääruslaused*

However busy he is, he will find time to help you.
Kui kinni ta ka poleks, leiab ta aega sind aidata.

Exercise 1

Join the following sentences using the given conjunctions.

AND

1) She took my hand.
She led me home.

2) The road was narrow.
The road was dusty.

3) He stood by the window.
He looked out.

4) The weather is cold.
The weather is windy.

BOTH ... AND

1) Tom will be back by Monday.
Dick will be back by Monday.

2) The girl felt angry.
The girl felt helpless.

3) The book is interesting.
The book is amusing.

4) Jack agreed to come.
Jill agreed to come.

BUT

1) Betty promised to write.
She never wrote.

2) He is hard-working.
He is not very intelligent.

3) He looked at me.
He did not say a word.

4) His speech was short.
His speech was to the point.

EITHER ... OR

1) She is in the kitchen.
She is in the garden.

2) Alice will go and buy the tickets.
Betty will go and buy the tickets.

3) He promised to write.
He promised to send a telegram.

4) Tom will be back by Sunday.
Tom will be back by Monday.

NEITHER . . . NOR

1) I could not cry.
   I could not laugh.
2) The sea is not blue.
   The sea is not green.
3) Fred is not interested in music.
   Frank is not interested in music.
4) I haven't seen her.
   I haven't heard of her.

Exercise 2

Read, analyze and translate the following sentences.

1. Whatever he says, don't believe him. 2. I've lived in London since I was 16. 3. If he goes to England, he will have to learn English. 4. If I hadn't seen it myself I would have never believed it. 5. He did not feel cold though he was wet to the skin. 6. He bully realized that he was taking a risk. 7. Although it seemed a good idea in theory, in practice it didn't succeed. 8. However fast you run you won't catch the train. 9. He is the only man who can do it better than I. 10. The doors had been closed and late-comers had to wait outside. 11. Leave it as it is. 12. Although the film is utter rubbish, it is worth seeing for the beautiful scenery. 13. He mentioned a book whose title has slipped my memory. 14. He fell asleep while he was doing his English exercises.

Exercise 3

Read and translate.

1. Kate didn't stop smoking { although cigarettes were not cheap. / although the doctor advised her to. / although she had a bad cough.
2. I eat a lot { even though I am too fat. / even though I really don't want it. / even though I am not hungry.
3. As it was getting cold { they lit the fire. / they put on their coats. / they went indoors.

4. Whenever he comes { I'll be pleased to see him. / he'll be welcome. / he'll give good advice.
5. I cannot pay you { because I have lost my purse. / because I have no money. / because the bank is closed.
6. I suggest { that they should try once more. / that you should tell me everything. / that he go there at once.

Exercise 4

Connect each pair of sentences into a complex sentence using the connective in brackets.

1. We saw him. (as)
   He was crossing the road.
2. I'll go there at once. (since)
   You insist on it.
3. We reached a little cottage. (where)
   We spent the night there.
4. I looked in all directions. (but)
   I couldn't see my friend.
5. I am late. (because)
   I was held up by the traffic.
6. They often went fishing. (while)
   They were in the country.
7. We'd better ask someone else. (since)
   You cannot answer the question.
8. She was beautiful. (when)
   She was a girl.
9. He came home. (when)
   I was cooking dinner.
10. He was a child of ten. (as)
    He was interested in history.

Exercise 5

Join the sentences by changing one sentence of each pair into a relative clause.

1. Take the book.
   The book is on the table.
2. The man feels lonely.
   His family is away.

3. The books were sent to the children.
   The books had pictures in them.
4. The room was never used.
   A light was burning in the room.
5. The play was disappointing.
   We saw the play last night.
6. I dislike women.
   Women chatter incessantly.
7. He spoke to the boys.
   Their work was below standard.
8. The man is back.
   The man was here yesterday.
9. The library didn't have the book.
   I wanted the book.

Lisa.

Verb *to be*
The verb *to be*

Põhivormid: be — was/were — been — being

Present indefinite			
Affirmative	Interrogative	Negative	Negative-interrogative
I am (I'm)	am I?	I am (I'm) not	am I not (aren't I)?
he is (he's)	is he?	he is not (isn't)	is he not (isn't he)?
we are (we're)	are we?	we are not (aren't)	are we not (aren't we)?
you are (you're)	are you?	you are not (aren't)	are you not (aren't you)?
they are (they're)	are they?	they are not (aren't)	are they not (aren't they)?

Past indefinite			
I was	was I?	I was not (wasn't)	was I not (wasn't I)?
he was	was he?	he was not (wasn't)	was he not (wasn't he)?
we were	were we?	we were not (weren't)	were we not (weren't we)?
you were	were you?	you were not (weren't)	were you not (weren't you)?
they were	were they?	they were not (weren't)	were they not (weren't they)?

Märkus. Teised ajavormid moodustatakse nagu kõigist täistähenduslikest verbidest.

Verb *to have*
The verb *to have*

Põhivormid: have — had — had — having

Present indefinite			
Affirmative	Interrogative	Negative	Negative-interrogative
I have (I've)	have I?	I have not (haven't)	have I not (haven't I)?
he has (he's)	has he?	he has not (hasn't)	has he not (hasn't he)?
we have (we've)	have we?	we have not (haven't)	have we not (haven't we)?
you have (you've)	have you?	you have not (haven't)	have you not (haven't you)?
they have (they've)	have they?	they have not (haven't)	have they not (haven't they)?

Märkus. Kaasaegses inglise keeles on tendents moodustada küsiv ja eitav vorm nagu teistest täistähenduslikest verbidest (abiverbi *to do* abil): *do I have? does he have?* jne., *I do not have, he does not have* jne.

Past indefinite			
I had (I'd)	had I?	I had not (hadn't)	had I not (hadn't I)?
he had (he'd)	had he?	he had not (hadn't)	had he not (hadn't he)?
we had (we'd)	had we?	we had not (hadn't)	had we not (hadn't we)?
you had (you'd)	had you?	you had not (hadn't)	had you not (hadn't you)?
they had (they'd)	had they?	they had not (hadn't)	had they not (hadn't they)?

Märkus. Teised ajavormid moodustatakse nagu kõigist täistähenduslikest verbidest.

Verb *to do*
The verb *to do*

Põhivormid: do —did — done — doing

Present indefinite			
Affirmative	Interrogative	Negative	Negative-interrogative
I do	do I?	I do not (don't)	do I not (don't I)?
he does	does he?	he does not (doesn't)	does he not (doesn't he)?
we do	do we?	we do not (don't)	do we not (don't we)?
you do	do you?	you do not (don't)	do you not (don't you)?
they do	do they?	they do not (don't)	do they not (don't they)?

Past indefinite			
I did	did I?	I did not (didn't)	did I not (didn't I)?
he did jne.	did he? jne.	he did not (didn't)	did he not (didn't he)?

EBAREEGLIPÄRASTE VERBIDE PÕHIVORMID
PRINCIPAL FORMS OF IRREGULAR VERBS

Infinitiiv Infinitive	**Üldminevik** Past indefinite	**Mineviku kesksõna** Past participle	**Põhitähendused** Chief meanings
arise [ai]	arose [əu]	arisen [i]	tõusma; tekkima
awake [ei]	awoke [əu]	awoke [əu] / awaked [ei]	ärkama; äratama
be [i:]	was [ɔ, ə] / were [ə, ɛə, ə]	been [i:]	olema
bear [ɛə]	bore [ɔ:]	borne [ɔ:] / born [ɔ:]	kandma; sünnitama; taluma
beat [i:]	beat [i:]	beaten [i:]	peksma; lööma
become [ʌ]	became [ei]	become [ʌ]	saama (millekski); muutuma
begin [i]	began [æ]	begun [ʌ]	algama; alustama
behold [əu]	beheld [e]	beheld [e]	silmama; nägema; vaatama
bend [e]	bent [e]	bent [e]	painutama; painduma
bet [e]	bet [e] / betted [e]	bet [e] / betted [e]	kihla vedama
bid [i]	bade [æ, ei] / bid [i]	bidden [i] / bid [i]	käskima
bind [ai]	bound [au]	bound [au]	siduma, köitma
bite [ai]	bit [i]	bitten [i]	hammustama
bleed [i:]	bled [e]	bled [e]	verd jooksma, veritsema
blow [əu]	blew [u:]	blown [əu]	puhuma
break [ei]	broke [əu]	broken [əu]	murduma; murdma, purustama
breed [i:]	bred [e]	bred [e]	aretama; kasvatama
bring [i]	brought [ɔ:]	brought [ɔ:]	tooma
broadcast [ɑ:]	broadcast [ɑ:] / broadcasted [ɑ:]	broadcast [ɑ:] / broadcasted [ɑ:]	raadio kaudu edastama
build [i]	built [i]	built [i]	ehitama
burn [ə:]	burnt [ə:] / burned [ə:]	burnt [ə:] / burned [ə:]	põlema; põletama
burst [ə:]	burst [ə:]	burst [ə:]	lõhkema; puhkema
buy [ai]	bought [ɔ:]	bought [ɔ:]	ostma
cast [ɑ:]	cast [ɑ:]	cast [ɑ:]	viskama
catch [æ]	caught [ɔ:]	caught [ɔ:]	(kinni) püüdma
chide [ai]	chid [i] / chided [ai]	chid(den) [i] / chided [ai]	tõrelema
choose [u:]	**chose [əu]**	chosen [əu]	valima
cling [i]	clung [ʌ]	clung [ʌ]	(millestki) kinni hoidma; (millegi) küljes rippuma
come [ʌ]	came [ei]	come [ʌ]	tulema
cost [ɔ]	cost [ɔ]	cost [ɔ]	maksma, väärt olema
creep [i:]	crept [e]	crept [e]	roomama; pugema
cut [ʌ]	cut [ʌ]	cut [ʌ]	lõikama
deal [i:]	dealt [e]	dealt [e]	välja jagama; kauplema (*in*); käsitlema (*with*)
dig [i]	dug [ʌ]	dug [ʌ]	kaevama

do [u:]	did [i]	done [ʌ]	tegema
draw [ɔ:]	drew [u:]	drawn [ɔ:]	tõmbama; joonistama
dream [i:]	dreamed [i:] / dreamt [e]	dreamed [i:] / dreamt [e]	und nägema; unistama
drink [i]	drank [æ]	drunk [ʌ]	jooma
drive [ai]	drove [əu]	driven [i]	ajama; sõitma
dwell [e]	dwelt [e]	dwelt [e]	elama, asuma
eat [i:]	ate [et, eit*]	eaten [i:]	sööma
fall [ɔ:]	fell [e]	fallen [ɔ:]	langema, kukkuma
feed [i:]	fed [e]	fed [e]	toitma; toituma
feel [i:]	felt [e]	felt [e]	tundma
fight [ai]	fought [ɔ:]	fought [ɔ:]	võitlema; kaklema
find [ai]	found [au]	found [au]	leidma
flee [i:]	fled [e]	fled [e]	põgenema
fling [i]	flung [ʌ]	flung [ʌ]	paiskama, viskama
fly [ai]	flew [u:]	flown [əu]	pilduma
forbear [ɛə]	forbore [ɔ:]	forborne [ɔ:]	lendama
forbid [i]	forbade [æ, ei] / forbad [æ]	forbidden [i]	hoiduma (*from*), kannatlik olema (kellegagi, millegagi (*with*))
forecast [ɑ:]	forecast [ɑ:] / forecasted [ɑ:]	forecast [ɑ:] / forecasted [ɑ:]	keelama
foresee [i:]	foresaw [ɔ:]	foreseen [i:]	ette nägema, (ilma) ennustama
foretell [e]	foretold [əu]	foretold [əu]	ette nägema
forget [e]	forgot [ɔ]	forgotten [ɔ]	ennustama
forgive [i]	forgave [ei]	forgiven [i]	unustama
forsake [ei]	forsook [u]	forsaken [ei]	andestama
freeze [i:]	froze [əu]	frozen [əu]	maha jätma, hülgama
get [e]	got [ɔ]	got [ɔ] / gotten*	külmetama; külmuma
gird [ə:]	girded [ə:] / girt [ə:]	girded [ə:] / girt [ə:]	(midagi) saama
give [i]	gave [ei]	given [i]	vöötama, (vööna) ümbritsema
go [əu]	went [ə]	gone [ɔ]	andma
grind [ai]	ground [au]	ground [au]	minema, käima
grow [əu]	grew [u:]	grown [əu]	jahvatama; teritama; lihvima
hang [æ]	hung [ʌ]**	hung [ʌ]**	kasvama; kasvatama; (millekski) muutuma
have [æ]	had [æ, ə]	had [æ, ə]	rippuma; riputama
hear [iə]	heard [ə:]	heard [ə:]	omama
heave [i:]	heaved [i:] / hove [əu]	heaved [i:] / hove [əu]	kuulma
hew [ju:]	hewed [ju:]	hewed [ju:] / hewn [ju:]	tõstma, vinnama
hide [ai]	hid [i]	hidden [i] / hid [i]	raiuma
hit [i]	hit [i]	hit [i]	peitma, varjama
hold [əu]	held [e]	held [e]	lööma; tabama
hurt [ə:]	hurt [ə:]	hurt [ə:]	hoidma, pidama
keep [i:]	kept [e]	kept [e]	vigastama, valu tegema
kneel [ni:l]	knelt [nelt]	knelt [nelt]	pidama, hoidma
			põlvitama, põlvili langema

* Inglise keele ameerika variandis.
** Tähenduses 'pooma' : hanged

knit [nit]	{knitted [nitid] knit [nit]	{knitted [nitid] knit [nit]	(varrastel) kuduma
know [nəu]	knew [nju:]	known [nəun]	teadma, tundma
lay [ei]	laid [ei]	laid [ei]	panema, asetama
lead [i:]	led [e]	led [e]	juhtima
lean [i:]	{leaned [i:] leant [e]	{leaned [i:] leant [e]	nõjatuma
leap [i:]	{leaped [i:] leapt [e]	{leaped [i:] leapt [e]	hüppama
learn [ə:]	{learned [ə:] learnt [ə:]	{learned [ə:] learnt [ə:]	õppima; teada saama
leave [i:]	left [e]	left [e]	lahkuma, (maha) jätma
lend [e]	lent [e]	lent [e]	laenutama, laenuks andma
let [e]	let [e]	let [e]	laskma, lubama
lie [ai]	lay [ei]	lain [ei]	lamama
light [ai]	{lighted [ai] lit [i]	lighted [ai] lit [i]	valgustama; süütama
lose [lu:z]	lost [ɔ]	lost [ɔ]	kaotama
make [ei]	made [ei]	made [ei]	tegema, valmistama
mean [i:]	meant [e]	meant [e]	tähendama
meet [i:]	met [e]	met [e]	kohtama; kohtuma
mislay [ei]	mislaid [ei]	mislaid [ei]	ebaõigele kohale asetama
mislead [i:]	misled [e]	misled [e]	eksiarvamusele viima, eksitama, desorienteerima
mistake [ei]	mistook [u]	mistaken [ei]	valesti mõistma; eksikombel ära vahetama
misunderstand [æ]	misunderstood [u]	misunderstood [u]	valesti aru saama; vääriti mõistma
mow [əu]	mowed [əu]	{mowed [əu] mown [əu]	niitma
overcome [ʌ]	overcame [ei]	overcome [ʌ]	ületama, võitma, jagu saama
overdo [u:]	overdid [i]	overdone [ʌ]	liialdama
overthrow [əu]	overthrew [u:]	overthrown [əu]	kukutama
pay [ei]	paid [ei]	paid [ei]	maksma, tasuma
put [u]	put [u]	put [u]	panema
read [i:]	read [e]	read [e]	lugema
rend [e]	rent [e]	rent [e]	rebima, käristama
rebuild [i]	rebuilt [i]	rebuilt [i]	ümber ehitama, taastama
rid [i]	ridded [i] rid [i]	{rid [i] ridded [i]	vabastama
ride [ai]	rode [əu]	ridden [i]	ratsutama; sõitma
ring [i]	rang [æ]	rung [ʌ]	helisema; helistama
rise [ai]	rose [əu]	risen [i]	tõusma
run [ʌ]	ran [æ]	run [ʌ]	jooksma
saw [ɔ:]	sawed [ɔ:]	{sawn [ɔ:] sawed [ɔ:]	saagima
say [ei]	said [e]	said [e]	ütlema
see [i:]	saw [ɔ:]	seen [i:]	nägema
seek [i:]	sought [ɔ:]	sought [ɔ:]	otsima
sell [e]	sold [əu]	sold [əu]	müüma
send [e]	sent [e]	sent [e]	saatma

set [e]	set [e]	set [e]	panema, asetama
sew [əu]	sewed [əu]	{sewn [əu] sewed [əu]	õmblema
shake [ei]	shook [u]	shaken [ei]	raputama; rappuma
shear [iə]	sheared [iə]	{shorn [ɔ:] sheared [iə]	pügama; paljaks tegema (millestki of)
shed [e]	shed [e]	shed [e]	valama; heitma (lehti, valgust)
shine [ai]	shone [ɔ]	shone [ɔ]	paistma
shoe [u:]	shod [ɔ]	shod [ɔ]	kingadega varustama; rautama (hobust)
shoot [u:]	shot [ɔ]	shot [ɔ]	(püssi) laskma; maha laskma
show [əu]	showed [əu]	shown [əu]	näitama
shrink [i]	shrank [æ]	shrunk [ʌ]	kokku tõmbuma, kahanema
shut [ʌ]	shut [ʌ]	shut [ʌ]	sulgema; sulguma
sing [i]	sang [æ]	sung [ʌ]	laulma
sink [i]	sank [æ]	sunk [ʌ]	vajuma; põhja vajuma; põhja laskma
sit [i]	sat [æ]	sat [æ]	istuma
slay [ei]	slew [u:]	slain [ei]	tapma, surmama
sleep [i:]	slept [e]	slept [e]	magama
slide [ai]	slid [i]	slid [i]	libisema
sling [i]	slung [ʌ]	slung [ʌ]	(linguga) viskama
slink [i]	slunk [ʌ]	slunk [ʌ]	hiilima
slit [i]	slit [i]	slit [i]	lõhestama
smell [e]	{smelt [e] smelled [e]	{smelt [e] smelled [e]	haistma; nuusutama; lõhnama
smite [ai]	smote [ɔu]	smitten [i]	lööma (vaenlast); nuhtlema; rabama
sow [əu]	sowed [əu]	{sown [əu] sowed [əu]	külvama
speak [i:]	spoke [əu]	spoken [əu]	rääkima
speed [i:]	{sped [e] speeded [i:]	{sped [e] speeded [i:]	kiirustama, kihutama, kiirust suurendama
spell [e]	{spelt [e] spelled [e]	{spelt [e] spelled [e]	veerima, (sõna) täthaaval lugema
spend [e]	spent [e]	spent [e]	veetma; kulutama (raha)
spill [i]	{spilt [i] spilled [i]	{spilt [i] spilled [i]	maha loksutama; maha pillama
spin [i]	{spun [ʌ] span [æ]	spun [ʌ]	ketrama
spit [i]	spat [æ]	spat [æ]	sülitama
split [i]	split [i]	split [i]	lõhestama
spoil [ɔi]	{spoilt [ɔi] spoiled [ɔi]	{spoilt [ɔi] spoiled [ɔi]	rikkuma; riknema
spread [e]	spread [e]	spread [e]	laotama; levitama
spring [i]	sprang [æ]	sprung [ʌ]	hüppama
stand [æ]	stood [u]	stood [u]	seisma
steal [i:]	stole [əu]	stole [əu]	varastama; (vargsi) hiilima
stick [i]	stuck [ʌ]	stuck [ʌ]	pistma, torkama; kleepuma; kleepima
sting [i]	stung [ʌ]	stung [ʌ]	nõelama
stink [i]	{stank [æ] stunk [ʌ]	stunk [ʌ]	haisema, lehkama

strew [u:]	strewed [u:]	{strewn [u:] strewed [u:]	puistama
stride [ai]	strode [əu]	strid(den) [i]	sammuma
strike [ai]	struck [ʌ]	struck [ʌ]	lööma; (tikku) tõmbama
string [i]	strung [ʌ]	strung [ʌ]	lükkima; pingutama; pingule tõmbuma (up)
strive [ai]	strove [əu]	striven [i]	püüdma; taotlema
swear [ɛə]	swore [ɔ:]	sworn [ɔ:]	vanduma, kiruma; vandega tõotama, vannet andma
sweep [i:]	swept [ə]	swept [e]	pühkima
swell [e]	swelled [e]	{swollen [əu] swelled [e]	paistetama; paisuma
swim [i]	swam [æ]	swum [ʌ]	ujuma
swing [i]	swung [ʌ]	swung [ʌ]	kiikuma, õõtsuma; kaares pöörduma
take [ei]	took [u]	taken [ei]	võtma
teach [i:]	taught [ɔ:]	taught [ɔ:]	õpetama
tear [ɛə]	tore [tɔ:]	torn [ɔ:]	rebima
tell [e]	told [əu]	told [əu]	ütlema; jutustama
think [i]	thought [ɔ:]	thought [ɔ:]	mõtlema
thrive [ai]	{throve [əu] thrived [ai]	thriven [i] thrived [ai]	jõudsalt kasvama, vohama; hästi edenema
throw [əu]	threw [u:]	thrown [əu]	viskama
thrust [ʌ]	thrust [ʌ]	thrust [ʌ]	pistma, torkama; tõukama
tread [e]	trod [ɔ]	trod(den) [ɔ]	sammuma, astuma; sõtkuma
unbind [ai]	unbound [au]	unbound [au]	lahti harutama
undergo [əu]	underwent [e]	undergone [ɔ]	läbi tegema, läbi elama, kogema; alluma
understand [æ]	understood [u]	understood [u]	mõistma, aru saama
undertake [ei]	undertook [u]	undertaken [ei]	ette võtma
undo [u:]	undid [i]	undone [ʌ]	lahti tegema, lahti harutama
upset [e]	upset [e]	upset [e]	ümber või segi paiskama; kummutama
wake [ei]	{woke [əu] waked [ei]	{woke(n) [əu] waked [ei]	ärkama; äratama
wear [ɛə]	wore [ɔ:]	worn [ɔ:]	(rõivaid) kandma; kuluma
weave [i:]	wove [əu]	wove(n) [əu]	(kangast) kuduma
weep [i:]	wept [e]	wept [e]	nutma
win [i]	won [ʌ]	won [ʌ]	võitma
wind [ai]	wound [au]	wound [au]	keerama; keerlema
withdraw [ɔ:]	withdrew [u:]	withdrawn [ɔ:]	tagasi tõmbama; tagasi tõmbuma
withhold [əu]	withheld [e]	withheld [e]	tagasi hoidma
withstand [æ]	withstood [u]	withstood [u]	vastu seisma, vastu panema;
wring [riŋ]	wrung [rʌŋ]	wrung [rʌŋ]	pigistama; väänama
write [rait]	wrote [rəut]	written [ritn]	kirjutama

ÕPIKUS KASUTATUD LÜHENDID

A	määrus e. adverbiaal
Adv	määrsõna e. adverb
AdvF	määrsõnafraas
Adj	omadussõna e. adjektiiv
AdjF	omadussõnafraas
AmE	ameerika inglise keel
be_{tense}	verb *to be* vastavas ajas
BrE	briti inglise keel
Det	determinatiiv e. piiritleja
N	nimisõna
NF	nimisõnafraas
prepNF	eessõnaline e. prepositsiooniline nimisõnafraas
O	sihitis e. objekt
O_d	otsesihitis
O_i	kaudsihitis
O_p	eessõnaline sihitis
O_c	liitsihitis
P	öeldisverb e. predikaator
P_{act}	öeldisverb aktiivis
P_{pass}	öeldisverb passiivis
S	alus e. subjekt
V	verb infinitiivis
VF	verbifraas
pVF	pöördeline verbifraas
V_{ed}	verbi 2. põhivorm (üldminevik)
V_{en}	verbi 3. põhivorm (mineviku kesksõna)
V_{ing}	verbi 4. põhivorm (oleviku kesksõna)
V_{mod}	modaalverb
V_i	sihitu e. intransitiivne verb
V_t	sihiline e. transitiivne verb

HARJUTUSTE VÕTI

Sissejuhatus lauseehitusse

Exercise 6

1. His brother is a schoolboy. 2. His hair is quite black. 3. This letter is for you. 4. Your mother looks very young in this dress. 5. Dick worked hard all day. 6. The children laughed. 7. We were walking in the park. 8. I opened the door and saw him. 9. You can't get this book anywhere. 10. He gave me a nice bunch of flowers. 11. Dick told all his secrets to me. 12. Thank you for coming. 13. You may rely on me. 14. It doesn't depend on us.

Exercise 7

1. There are two rooms and a kitchen in our flat. 2. Peter likes horses. 3. After dinner the children went to the cinema. 4. Mary Poppins had only one pair of shoes. 5. It is a long way to the station. 6. I am hot. 7. It's useless to quarrel / It is no use quarreling. 8. It is true that he is very hardworking. 9. There are cups and saucers on the table. 10. It often rains in autumn. 11. It's late, let's go home. 12. There were a lot of people in the room. 13. Father is busy, don't disturb him. 14. It is easy to make mistakes. 15. There were two pictures, a poster and a map on the wall. 16. Yesterday it snowed. 17. It seems they will soon finish. 18. It was lovely to see you again!

Exercise 8

1. it was 2. there is 3. it is 4. there was 5. there is 6. there are 7. it is 8. it is 9. it is 10. it is 11. it is 12. it is 13. it is 14. it is 15. it is 16. there was 17. there are 18. it is.

Oleviku ajavormid

Exercise 8

1. leaves, is working 2. speak, are learning 3. is playing 4. have, am looking forward 5. is smoking, is studying, smokes, studies 6. drinks, gets, is, does not get, drinks, is.

Exercise 11

1. have read 2. have studied / have been studying 3. has been 4. have known 5. has been watching 6. have been talking, have decided 7. has been feeling 8. has been raining 9. has been singing 10. have fastened 11. have not paid 12. has been walking.

Mineviku ajavormid

Exercise 5

1. were playing, play 2. eat, were eating 3. changed, was changing 4. felt/was feeling 5. was arriving, arrived 6. jumped, was jumping 7. were listening, cooked.

Exercise 7

1. left, turned, ran, handed 2. have been/were, have cleaned/cleaned, have tidied/tidied 3. was ill-treated 4. has travelled 5. saw/have seen 6. came.

Exercise 8

1. got, had got 2. read, had found 3. made, had cut 4. had begun, arrived 5. fell, had tried 6. had thought, became.

Exercise 11

1. had been singing 2. had overflown 3. had sewn 4. had been crying 5. had been shining 6. had written.

Exercise 12

1. played, slept, sat, had been working/had worked 2. passed, qualified, had promised 3. bit, was preparing, was preparing, were listening, had, went, was trying, said, told, was screaming/screamed, examined, was, was not bleeding, bandaged.

Tuleviku ajavormid

Exercise 4

1. will give 2. will begin 3. will be 4. will/shall go 5. shall/will be having, shall/will not be able 6. will offer 7. will be 8. will be making 9. will rinse 10. will put 11. will pour, will let 12. will be having.

Exercise 6

1. arrives 2. does not rain 3. comes 4. gets 5. tell 6. likes 7. telephones 8. comes 9. go 10. does not come 11. get 12. changes 13. leave.

Exercise 8

1. will be 2. will come 3. will come, comes, 'll have 4. begin 5. is, 'll see 6. will go, is 7. will bring 8. finish 9. start, stops.

Exercise 10

I will have been playing II will have been lecturing/will have lectured III will have been sleeping.

Exercise 11

1. will start, will have closed, shall/will not be allowed 2. will have lost, will have lost 3. will have reached, will find 4. will have collected.

Exercise 12

1. will be eating 2. get 3. come 4. will have learned 5. shall/will be passing 6. 'll have written 7. will have had 8. will be able, work 9. will stay, has translated 10. will not return, have got 11. will have passed, begins 12. does not stop, 'll have 13. 'll be working.

Kaudse tuleviku ajavormid. Aegade järjestus.

Kaudne kõne

Exercise 3

1. said 2. told 3. said 4. said 5. tell, say, said 6. tell 7. telling 8. said.

Exercise 8

1. ... if she needed ... 2. ... if her roommate had arrived. 3. ... what her name was. 4. ... if the boy never slept. 5. ... if they were tired. 6. ... if I was coming. 7. ... if I would be back ... 8. ... if I had ever been ...

9. ... if I would have finished ... 10. ... if she had been sleeping ... 11. ... if we were going ... 12. ... if they had been studying ... 13. ... if he had seen ...

Exercise 9

1. ... why she was talking ... 2. ... why he wouldn't send ... 3. ... what it was. 4. Marion asked Harry in a whisper what he had promised. 5. ... why I didn't see ... 6. ... what his name was. 7. ... what they were supposed to do then. 8. ... when he had called. 9. ... how well I could speak German. 10. ... when he would graduate ... 11. ... how long they had been waiting. 12. ... how we had liked the play.

Exercise 12

1. Mother told/asked Harry to be quiet. 2. Mother asked Harry not to wake Danny. 3. Mother asked Harry not to disturb ... 4. Father told Harry to shut up. 5. Bessie asked Mr Morgan to take her suitcases... 6. Mrs Good asked Stella to show her where the things were. 7. Stella told Bessie to unpack right away. 8. Stella asked Bessie to come ... / Stella invited Bessie to all ... 9. Prof. Green told the students to stop laughing. 10. The captain ordered the sailors to lower ... 11. The teacher advised Richard to be careful and think before he answered. 12. The passanger told the taxi driver to drive / to take him to the bus station as fast as he could.

Passiiv

Exercise 3

1. was put out 2. will be given (2) 3. was cut off 4. was bought (2) 5. was given (2) 6. will be sent (2) 7. were told (2) 8. has been decorated. 9. was shown/were shown (2) 10. are being washed 11. had been explained (2)

Exercise 7

1. cannot be helped 2. should not be written in. 3. Can «Hamlet» be performed...? 4. can be drawn 5. must be remembered 6. may be borrowed 7. must not be separated 8. can easily be burnt/burned 9. can be discussed 10. has to be sent 11. could be seen 12. ought to be helped 13. may be objected to.

Exercise 8

1. is looked up to 2. were looked at 3. will be spoken to 4. is being waited for 5. has been laughed at 6. are paid for 7. will be dealt with 8. Has the expedition been heard of? 9. was listened to 10. is often asked for 11. is being looked for.

Exercise 9

1. are looked forward to 2. had been lost sight of 3. was made use of 4. has not been put an end to. 5. will be taken advantage of 6. are taken care of 7. was not taken notice of.

Modaalverbid

Exercise 25

1. didn't have to go 2. shouldn't have slept 3. needn't worry 4. needn't have bought 5. shouldn't have teased 6. needn't have put on 7. shouldn't talk back 8. shouldn't have put

Subjunktiiv

Exercise 18

1. hadn't got, would/should have come 2. would have been, had become 3. had known, would/should have stayed 4. had, would make 5. had told, would/should have gone 6. would happen, had, would play, would miss.

Exercise 24

1. wanted 2. had happened 3. had never had 4. were 5. had never known 6. knew 7. had tried 8. were.

Exercise 26

1. liked, would not admit 2. saw, would not believe 3. had happened, would/should not have been able 4. were, would not touch 5. had not been, would/should have gone 6. wanted, could do.

Exercise 27

1. should worry 2. might not lose 3. could not kiss 4. might/could reach 5. could see 6. should step.

Infinitiiv

Exercise 1

1. to have done 2. to meet 3. to leave 4. to be sent 5. to speak 6. to have danced 7. to go 8. to go 9. to have written 10. to have seen.

Exercise 8

1. I confess to have been wrong. 2. I believe you to have been wrong. 3. I expect him to come early. 4. They decided to stay 5. He declared the whole thing to have been a mistake 6. I understand you to be studying Swedish. 7. We much regret not to have been able to come. 8. I came early to have a private talk with you.

Exercise 12

1. I persuaded Tom to see a doctor. 2.—3. I convinced him to be more careful. 4. I advised her to stay in bed. 5. I warned Peter not to go out. 6. I reminded Ann to take her medicine. 7.—8. I requested her to keep me informed of her condition.

Exercise 13

1. I want someone to do this work at once. 2. I have heard someone repeat this story. 3. Can you have someone type this letter ... ? 4. I'm afraid we must have someone cut these trees down. 5. I'll have someone boil my egg. 6. Didn't you hear someone call your name?

Gerundium

Exercise 1

1. Being a good teacher takes ... 2. Telling someone bad news is difficult. 3. Teaching patiently isn't easy. 4. Becoming a good pianist takes... 5. Paying by check is convenient.

Exercise 3

1. Sitting 2. sitting 3. sitting 4. sitting 5. sitting 6. sitting 7. making 8. standing 9. being 10. being treated 11. having caused 12. ironing 13. seeing.

Exercise 7

1. me/my trying 2. me/my actually having promised 3. him/his having been 4. him/his being 5. her ever agreeing 6. his having seen 7. me meeting 8. his having used.

Kesksõna

Exercise 11

1. The work having been done 2. The weather permitting 3. His wife visiting her relatives 4. My friend being ill 5. The work done 6. The wind shaking the trees. 7. The party over 8. There being very little time left.

Exercise 13

1. without saying 2. Not being able to prove 3. without seeing 4. Not knowing 5. without speaking 6. not knowing.

Exercise 15

1. getting, getting 2. copying 3. spending, arguing 4. giving, going 5. having kept, waiting 6. apologising 6. cheating, buying 7. travelling, standing, queueing, waiting 8. making 9. sitting, approaching 10. sitting 11 entering, knitting.

Exercise 16

1. to come, listening, listening, talking 2. to see, to find, buy, trying, to travel 3. keeping, to write, asking, to keep, making 4. going, to cut, going 5. smoking, to risk, setting, smoke 6. to hear, to seeing, to bring 7. to leave, to put.

Artikkel

Exercise 1

1. a, a, a 2. an 3. an 4. an, a, a 5. an 6. an, a 7. an, a 8. a, a 9. a, an 10. an, an 11. an 12 an, a 13. a 14. an 15. an 16. an 17. a, a 18. a 19. an 20. a.

Exercise 4

1. a 2. a, a 3. —, — 4. an 5. a 6. — 7. a 8. a, a 9. — 10. — 11. —, — 12. a, — 13. a 14. —, — 15. —, — 16. a 17. — 18. a, a 19. an 20. a, a, a.

Exercise 5

1. —, — 2. an 3. a 4. —, a 5. — 6. — 7. a 8. — 9. —, — 10. — 11. an 12. a, a 13 a, an 14. a 15. a 16. a, — 17. a, a 18. a 19. — 20. a.

Exercise 10

1. a, a 2. a, a, a, — 3. the, a 4. the, the 5. the, the 6. a, the, a 7. the 8. the, the, a, the, the 9. the 10. a 11. the.

Exercise 11

1. a, a, a, a 2. the, the 3. the, the 4. the, the 6. the, the 7. the, an, the 8. the, the, the 9. a, the, the 10. a 11. the/a 12. the, the, the, a.

Exercise 13

1. a, a, a, — 2. the, the 3. the, the, a, the 4. the, the, the 5. the, the 6. the, the 7. the, the 8. the, the, the 9. the, the, the 10. the, the 12. the, the.

Exercise 14

1. a, a, the, a 2. the 3. the, an 4. a, the 6. the 7. a.

Exercise 16

1. a 2. a 3. a 4. —/the 5. the 6. — 7. — 8. —, the 9. — 10. the, — 11. — 12. the, — 13. — 14. — 15. — 16. — 17. a 18. the, — 19. — 20. —.

Exercise 17

1. a, — 2. a 3. the 4. a 5. the 6. the 7. a, a 8. the, the 9. the 10. the 11. a 12. a, — 13. the, the, the 14. a 15. —, the 16. a 17. the, the 18. — 19. — 20. —.

Exercise 18

1. an 2. the 3. — 4. — 5. a 6. the 7. the 8. — 9. — 10. —, a 11. — 12. — 13. — 14. the 15. the 16. a 17. — 18. an 19. a 20. —, —.

Exercise 19

1. —, — 2. a 3. a, a 4. a, a 5. — 6. —, — 7. — 8. — 9. a 10. a 11. a 12. a 13. — 14. — 15. a 16. a, a 17. a 18. — 19. —, — 20. a. 21. — 22. —.

Exercise 20

1. — 2. the 3. a 4. —, — 5. —, the 6. — 7. — 8. —, — 9. the 10. the, the 11. —, a 12. — 13. the, a 14. —.

Exercise 21

1. — 2. —, —, the 3. —, —, the 4. — 5. the, the 6. — 7. the 8. — 9. the 10. — 11. the 12. —, — 13. — 14. — 15. —, a, —.

Exercise 22

1. —, —, the, the 2. — 3. the 4. the 5. the 6. — 7. — 8. the, the 9. the 10. — 11. a 12. the, —/the 13. the, the 14. a 15. a, — 16. the.

Exercise 23

1. — 2. — 3. the 4. —, the 5. — 6. the 7. — 8. — 9. —, the 10. —, the 11. — 12. — 13. —, the 14. — 15. the, —, the, — 16. the, the 17. — 18. —.

Exercise 27

1. a 2. a 3. the 4. the 5. a 6. a 7. a 8. a 9. a, a 10. a, a 11. a, the 12. a 13. the 14. the.

Exercise 29

1. — 2. — 3. — 4. — 5. — 6. —, — 7. —, — 8. — 9. — 10. — 11. —, — 12. — 13. a 14. a, — 15. — 16. — 17. — 18. — 19. a 20. — 21. a 22. —.

Exercise 33

3, 5, 7, 9, 11, 12, 14, 15, 19, 21, 25, 26, 29, 33, 34, 35, 38, 45, 48, 49, 50, 51.

Exercise 34

1. the 2. the 3. the 4. — 5. — 6. — 7. — 8. — 9. — 10. — 11. the 12. the, — 13. —, the 14. the 15. — 16. the 17. —, the.

Exercise 35

1. — 2. the, — 3. the 4. —, the 5. the 6. the, the 7. — 8. the, — 9. — 10. the, the, — 11. the, the 12. the, — 13. — 14. — 15. the, —, — 16. — 17. —, the 18. —.

Asesõna

Exercise 14

1. some 2. any 3. any 4. any 5. some 6. any 7. some 8. an 9. any 10. any 11. some 12. a, some 13. any 14. any 15. any 16. (any), some 17. any 18. some 19. any 20. some, any 21. some, any 22. a, — 23. a, — 24. a, some.

Eessõna

Exercise 4

1. in 2. at 3. in 4. at 5. in 6. in 7. at 8. at 9. at 10. at 11. at 12. in 13. in 14. in 15. in 16. at 17. at 18. at 19. in 20. at 21. in 22. in 23. at 24. at

Exercise 6

1. from 2. with 3. with 4. from 5. from 6. with 7. from 8. between 9. between 10. among 11. between 12. among 12. among 13. between/among 14. between 15. between 16. between 17. after 18. after 19. behind 20. after 21. after 22. behind 23. behind 24. after.

Exercise 7

1. on, to, to, in 2. to, by, to 3. for 4. in, in 5. of, for 6. to 7. with, in, in, on 8. to, for, at 9. at, of, of 10. in, to.

Exercise 8

1. with, of 2. to, by, at, of 3. of, to, for 4. with 5. at, in, with 6. to, of 7. with 8. for, in, of 9. on, of 10. at, at, for.

Exercise 9

1. in 2. in 3. at 4. in 5. at, on 6. on 7. in, — 8. in, of 9. in, in, for.

Exercise 10

1. in 2. on 3. on 4. on 5. in 6. in 7. in 8 in 9. on 10. on 11. on 12. in 13. in 14. on 15. on 16. on 17. on 18. in 19. on 20. in 21. on 22. on.

Exercise 11

1. in 2. on, with 3. in, with 4. in, of 5. in 6. with 7. with 8. on 9. in 10. in 11. on, to 12. to, of 13. to 14. to 15. of.

Exercise 12

1. beside, through 2. to 3. at 4. at, on 5. to 6. towards 7. as 8. with 9. after 10. by, at 11. by 12. by 13. for 14. for 15. in 16. in.

Exercise 13

1. about 2. against 3. with 4. along, towards 5. with 6. after 7. with 8. up 9. on, after 10. as, as 11. to 12. to 13. at 14. at 15. behind 16. for 17. for 18. from.

SISUKORD

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